

BETTER
ENGLISH
LOWER
BOOK

JESCHKE
POTTER
GILLET

Mary L. Stewart

~~5649 Wash~~

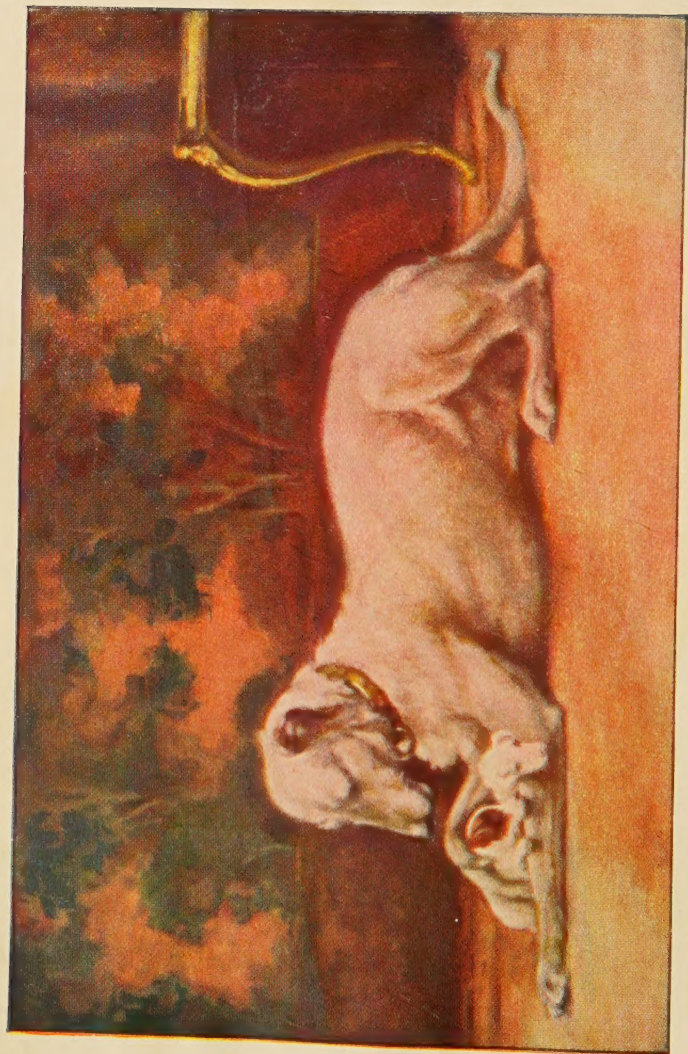
~~Went. 8277~~





Digitized by the Internet Archive
in 2024

https://archive.org/details/bwb_P9-ELY-741



BETTER ENGLISH

LOWER BOOK

BY

HARRY JEWETT JESCHKE, M.A., L.H.D.

AUTHOR OF "BEGINNERS' BOOK IN LANGUAGE"
"BETTER ENGLISH FOR BEGINNERS," ETC.

MILTON C. POTTER, Litt.D.

SUPERINTENDENT OF SCHOOLS, MILWAUKEE, WISCONSIN

AND

HARRY O. GILLET, B.S.

PRINCIPAL, THE ELEMENTARY SCHOOL, UNIVERSITY OF CHICAGO



GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON
ATLANTA • DALLAS • COLUMBUS • SAN FRANCISCO

COPYRIGHT, 1929, BY HARRY JEWETT JESCHKE

ALL RIGHTS RESERVED

PRINTED IN THE UNITED STATES OF AMERICA

634.10

The Athenæum Press

GINN AND COMPANY • PROPRIETORS • BOSTON • U.S.A.

PREFACE

What shall we do to interest pupils in the quality of their English? How shall we help them to speak more correctly, more effectively, more agreeably, and to write with due regard for the essentials of good form? These are the difficult questions of motivation and procedure which this new book for the fourth, fifth, and sixth grades aims to answer.

The answer here given is apparently the usual program of lessons, exercises, drills, games, and projects in oral and written English. To be sure, a number of innovations quickly catch the reader's attention. (1) It is noticed that the year is made responsible for certain definite steps of measurable progress in each separate phase of language study. (2) Tests and reviews abound. (3) Provision is made for individual differences in pupil ability and achievement. (4) The results of every research in the subject, even to the choice of the poems, are incorporated in the text. (5) The letters required of pupils are, by a novel device, the outgrowth of genuine situations; and (6) without departure from the reality or sincerity of those school-room situations, the speech needs of the world beyond the school are met by training in courtesy, in telephoning, in giving directions, and other practical speech activities. It is evident also that (7) the

pronunciation of words often mispronounced, (8) the spelling of homonyms, and (9) the grammar of the sentence are taught with a new and distinctive presentation. Moreover, while (10) the extensive employment of factual material for pupil compositions is noticeable, it is equally clear that the young speaker and writer is by no means held to this. The book recognizes that the pupil's personal experience consists not merely of actual events in his life but also of his mental adventures. Let him go to both for his subject matter. Let him make report of the events, but (11) let him give expression also to his most fanciful imaginings, his dreams, wonders, and fears — anything and everything that will make him talk. This and much more of novelty the reader soon discovers, but if he discovers no more he misses the large differentiating characteristics of the present book.

Learning to speak and write acceptable English is like learning to play the violin. It is a learning *to do* as contrasted with a learning *about*. It depends therefore almost wholly on one thing — practice. Now practice means more, much more, than doing the same thing over and over; with each repetition there must be an effort to do the thing better in one or another particular way. This is the first principle of learning any art, but it has hardly been utilized in the teaching of English, the art of communication. As a consequence, the average language lesson in our schools comes very near to being a total failure.

A feeling of profound melancholy, as Thackeray said in another connection, takes possession of the

reflective visitor to the schools who listens to the language lesson. As he observes the slovenly utterance of one youthful speaker after another, the inaccuracies of pronunciation, the meager and threadbare vocabulary, the faulty sentence structure, and the bad grammar, and on the other hand the teacher's relative helplessness in coping with the situation, he gains the impression that the task of improving the pupils' English is little short of herculean. So it is — when pursued by the usual and traditional methods. So it proves — when measured by the usual accomplishment. And yet the undertaking is a perfectly practicable one.

What, then, must be done?

First of all, a true conception of the peculiar province of the language lesson must be gained. The language lesson must not be permitted to be simply another period of talking. There is already talking enough, such as it is, in the other lessons, on the street and playground, and at home. A mere added quantum does not constitute a language lesson. This should differ from lessons in other subjects in its almost exclusive concern with the quality of the English used. It is a withdrawal from those other lessons for the purpose of considering the excellences and the shortcomings of the language employed. It is concerned not so much with the content conveyed, — the chief interest in, say, the history or geography recitation, — as with the correctness and the skill of the conveying. In other words, not the particular tune played but the acceptability of the playing receives our attention.

Until the language lesson is thus understood to be distinctively a lesson in craftsmanship, it will contribute little or nothing to the improvement of the pupil's speaking or writing. It is this fresh and fruitful understanding of the problem that the present textbook stresses in every lesson.

Then, a new procedure must be set in motion. This follows inevitably from the fresh point of view which realizes that to teach language is to teach a craft or an art. In fact it is that point of view flowering into action. Its key word is practice — practice applied, on the one hand, to helping the pupil overcome undesirable speech habits, the corrective aspect, and, on the other hand, to helping him build a speech technique, the constructive aspect. An illustration of each will serve both to define the new procedure more clearly and to accentuate the flavor of the present book. The first explains the correct-usage drill here presented; the second describes the retelling of stories as here utilized for practice in speaking.

1. Speech improvement, so far as the elimination of errors is concerned, depends on the formation of correct speech habits. The practical problem is how to bring about such habit formation. Drills miss their aim if they consist only of the repetition of correct words or word forms. Presenting no challenge, they fail to hold the pupil's attention and lose themselves in monotony. Equally unsatisfactory are the exercises that consist only of the choice of correct forms. One or two correct choices do not create a habit, particularly if a wrong habit already occupies the field. Neither kind of

exercise — the mere choosing of the correct form or the mere repeating of it — has proved efficacious. In spite of both, the deplorable fact remains that school children continue to use incorrect English. In this situation the present book offers a new drill in correct usage, which combines choice and repetition in one exercise. By this device, repetition is made alert because it constantly needs to choose, and choice becomes habit-forming because it constantly needs to be made again. Besides, a speed test has been built into the twofold exercise, as an added guarantee of vitality.

2. But language teaching is more than a corrective undertaking, important as that is. In addition to the elimination of faults it is concerned with the upbuilding of positive excellences. In the retelling of stories for practice in speaking we have an illustration of a constructive method of speech improvement devised for this book. Again the point of departure is the fact that mere continued talking does not of itself lead to improved talking. The continuance of the activity serves only to deepen the ruts. If there is to be progress, each performance must consciously aim at a definite improvement. Precisely as the violinist in his practice endeavors with each playing of the identical melody to achieve a more nearly adequate rendition, so in the retelling of stories for practice in speaking, the same pupil is asked to tell the same story again and again, aiming now at this improvement, now at that — in one retelling, to avoid unnecessary *and*'s, as an example; in another, to use clear-cut sentences; in still another, to vary the expression of the thought; and so on. That

is, the retelling is done not for its own sake but for the sake of specific improvements, each the object of definite endeavor. Slowly but surely, by this practice, the pupil builds his speech technique. This, as presented here, includes the technique of preparation, which is acquired in learn-to-study exercises that combine directed study and silent reading.

So throughout the book the effort has been to realize the new point of view which alone can make language teaching effectual and to give that point of view adequate expression in a new procedure. A teachers' manual has been prepared to accompany the textbook. This manual is designed to play the part of unofficial adviser to busy teachers, offering suggestions for the conduct of each lesson.

THE AUTHORS

ACKNOWLEDGMENTS

Acknowledgments are due to the following authors and publishers for permission to use copyrighted material owned or controlled by them: to Carolyn Wells and Charles Scribner's Sons for "How to Tell the Wild Animals"; to The Bobbs-Merrill Company for James Whitcomb Riley's "The Circus-Day Parade"; to Little, Brown & Company for the extract from Louisa May Alcott's "Little Men"; to Houghton Mifflin Company for John Godfrey Saxe's "The Blind Men and the Elephant," Henry Wadsworth Longfellow's "Paul Revere's Ride," and Felicia Dorothea Hemans's "Casabianca"; to Small, Maynard & Company for Bliss Carman's "Daisies"; to Luther H. Gulick for "Some Effects of Tobacco on Growing Boys"; and to Robert Loveman for "The Rain Song."

CONTENTS

PART ONE

SECTION	PAGE
1. Talking about Your Pet	1
2. Beginning Your Story in an Interesting Way	4
3. Getting Rid of <i>and's</i> that Are Not Needed	7
4. Making Pictures	9
5. <i>Test</i> : Pronouncing Correctly	10
6. <i>Test</i> : Correct Usage (<i>saw, seen; did, done; came, come; went, gone; was, were</i>)	12
7. Talking about Dogs	14
8. Retelling a Story for Practice	17
"What a Saint Bernard Dog did"	17
9. Learning More about Sentences	21
10. <i>Two Games</i> : Asking and Answering Questions	23
11. <i>Test and Review</i> : Letter Writing	26
12. <i>Game</i> : Writing Question-and-Answer Letters	28
13. Using <i>learn</i> and <i>teach</i> Correctly	29
14. Reading a Poem Aloud	31
"Mr. Nobody" <i>Author Unknown</i>	32
15. <i>Project</i> : Making a Picture Book	34
16. Correct Usage: <i>learn, teach</i> , and Other Words You Have Studied	37
17. Retelling a Story for Practice	39
"The Collie that Understood English"	39
18. Pronouncing Correctly	42
19. Using <i>may</i> and <i>can</i> Correctly	43
20. Talking about Wild Animals	45
21. Telling Interesting Facts about Wild Animals	48
22. Reading a Poem Aloud	53
"How to Tell the Wild Animals" <i>Carolyn Wells</i>	53

SECTION	PAGE
23. Learning about Sentences	55
24. Talking about the Circus	58
25. Learning More about How to Write Your Stories	61
26. The Circus Parade.	62
"The Circus-Day Parade" . <i>James Whitcomb Riley</i>	65
27. <i>Test</i> : Spelling Troublesome Words	66
28. <i>Project</i> : Making Christmas Cards	66
29. Writing Addresses	68
30. Using <i>isn't</i> and <i>aren't</i> Correctly	70
31. Playing a Telephone Game	71
32. Writing and Answering Invitations	74
33. Reading a Poem Aloud	78
"The Blind Men and the Elephant" <i>John Godfrey Saxe</i>	78
34. One and More than One	83
35. Telling the Story of a Picture.	84
"Treed"	85
36. Using <i>was</i> and <i>were</i> Correctly	88
37. Breaking Yourself of the " <i>and</i> " Habit	90
"The Shepherd Boy and the Wolf" <i>Æsop</i>	90
38. Writing Letters	92
39. Spelling Troublesome Words	93
40. Learning to Use the Dictionary	96
41. Telling the Story of a Picture	98
"Polar Bears"	99
42. Correct Usage: <i>those, them</i>	101
43. Omitting <i>and</i> 's that Are Not Needed	103
44. Retelling a Story for Practice	106
"Carl Akeley and the Elephant"	106
45. Giving Directions	109
46. <i>Project</i> : A Safety-First Poster	111
47. Saying <i>no, not, never</i> , Correctly	115

CONTENTS

xi

SECTION	PAGE
48. Retelling a Story for Practice	119
"The Hunter and the Buffaloes"	119
49. Letter Writing	122
50. Pronouncing Correctly	125
51. Keeping a Diary	127
52. Learning More about Sentences	129
53. Saying the Same Thing in Different Ways: Possessives	132
54. Using <i>lie</i> , <i>lying</i> , <i>lay</i> , and <i>lain</i> Correctly	135
55. Finishing an Unfinished Story	136
56. Letter Writing	139
57. Spelling Troublesome Words	140
58. Explaining Things	142
59. <i>Project</i> : Making a Little Book	144
60. Retelling a Story for Practice	145
"Natives Spearing Lions"	145
61. Using Quotation Marks	148
• 62. Writing Abbreviations	150
• 63. Writing the Names of the Holidays	151
• 64. Writing Contractions	152
65. <i>Test, Review, and Final Practice</i> : Correct Usage	153
66. <i>Review and Final Practice</i> : Sentence Study	156
"Robinson Crusoe Builds a Raft" <i>Daniel Defoe</i>	156
67. <i>Review and Final Practice</i> : Spelling Troublesome Words	161
68. <i>Review and Final Practice</i> : Letter Writing	162
69. Summary: the Year's Aims and Gains	164

PART TWO

70. <i>Test</i> : How Well Can You Speak?	167
"Theseus Learns of the Great Flat Stone"	
<i>Charles Kingsley</i>	167
71. <i>Test</i> : Can You Think of Interesting Things to Say?	168
72. Improving Your Speaking	170
73. <i>Test and Review</i> : Do You Use Correct English?	174

SECTION	PAGE
74. Choosing a Subject for a Talk	176
75. Starting Your Story Well	180
76. Telling the Story of Some One Thing that Has Happened to You	182
77. Correct Usage: <i>doesn't, don't</i>	185
78. Pronouncing Correctly	186
79. Breaking Yourself of the "and" Habit	188
"Theseus Climbs the Spider Mountains"	
<i>Charles Kingsley</i>	188
80. Reading a Poem Aloud	191
"Casabianca" <i>Felicia Dorothea Hemans</i>	192
81. Writing a Letter	194
82. Retelling a Story for Practice	196
83. Correct Usage: <i>Test and Review</i>	199
84. Writing a Letter	200
85. Improving Your Speaking	203
86. Pronouncing Correctly	206
87. Correct Usage: <i>It Is I, It Is He, etc.</i>	207
88. Studying Sentences	210
89. Learning More about the Dictionary	212
90. Studying Sentences	216
91. Spelling Troublesome Words	218
92. Correct Usage: <i>ate, eaten; wrote, written</i>	219
93. Writing Letters about Christmas Presents	221
94. Writing What Someone Has Said	224
95. Telling Christmas-Time Experiences	226
96. Pronouncing Correctly	228
97. Correct Usage: <i>ran, run; rang, rung; sang, sung; drank, drunk</i>	229
98. Omitting Unnecessary Words when You Speak	232
99. Telling the Story of a Picture	233
"The Girl and the Purse"	235
100. Writing a Joking Letter	237
101. Spelling Troublesome Words	239
102. Correct Usage: <i>throw, threw, thrown</i>	241

CONTENTS

xiii

SECTION	PAGE
103. Reading a Poem Aloud	243
"Paul Revere's Ride" <i>Henry Wadsworth Longfellow</i>	243
104. Learning How to Telephone Better	248
105. Spelling Troublesome Words	250
106. Learning More about Sentences	252
107. Telling the Story of a Picture	255
"The Cave"	257
108. Learning the Trick of a Good Beginning Sentence	259
109. Retelling a Story for Practice	261
"The Fly and the Moth" <i>Æsop</i>	261
110. Correct Usage: <i>this, these; that, those</i>	265
111. Making Your Meaning Clear	267
"The Man, the Fox, the Goose, and the Corn"	267
112. Learning More about Courtesy	269
113. Correct Usage: <i>Test and Review</i>	271
114. Pronouncing Correctly	273
115. Retelling a Story for Practice	275
"Nat Brings a New Boy to Boarding School"	
<i>Louisa M. Alcott</i>	276
116. Correct Usage: <i>good, well</i>	281
117. Writing a Business Letter	283
118. Spelling Troublesome Words	285
119. Correct Usage: <i>sit, sits, sitting, and sat</i>	287
120. Studying Sentences	289
121. Writing Another Business Letter	292
122. Using the Hyphen Correctly	293
123. Correct Usage: <i>Test and Review</i>	295
124. Writing Quotations	296
125. Learning More about the Comma	298
126. Retelling a Story for Practice	300
"The Enchanted Horse" <i>The Arabian Nights</i>	300
127. <i>Test, Review, and Final Practice: Pronouncing Correctly</i>	305
128. <i>Test, Review, and Final Practice: Correct Usage</i>	306

SECTION	PAGE
129. <i>Test, Review, and Final Practice: Spelling Troublesome Words</i>	308
130. <i>Test, Review, and Final Practice: Letter Writing</i> . . .	312
131. Reading a Poem Aloud	313
"The Throstle" <i>Alfred Tennyson</i>	313
132. Summary: the Year's Aims and Gains	314

PART THREE

133. <i>Test: How Well Can You Speak and Write?</i>	317
134. Beginning with a Promising Sentence	319
135. Studying Sentences	322
136. <i>Test and Review: Correct Usage</i>	324
137. Vocal Drill	329
"A Talk to School Children" <i>Wendell Phillips</i>	329
138. <i>Test and Review: Pronouncing Correctly</i>	330
139. Retelling a Story for Practice	331
"Oliver Discovers Old Fagin with Strange Treasure" <i>Charles Dickens</i>	331
140. Telling about Something You Have Seen or Done . . .	337
141. Choosing a Subject for a Talk	340
142. The Subject of a Sentence	342
143. Telling the Story of a Picture	345
"Four Children in a Window"	346
144. Learning to Speak without Using Too Many <i>and's</i> . .	347
145. Correct Usage: <i>set</i> and <i>sit</i>	350
146. Letter Writing	352
147. The Predicate of a Sentence	354
148. Reading a Poem Aloud	357
"Somebody's Mother" . . . <i>Author Unknown</i>	357
149. Retelling a Story for Practice	359
"Robinson Crusoe Makes a Friend" <i>Daniel Defoe</i>	360
150. Correct Usage: <i>froze, frozen; broke, broken; spoke, spoken</i>	368

CONTENTS

xv

SECTION	PAGE
151. Giving Directions over the Telephone	371
152. Pronouncing Correctly	372
153. Inventing an Ending for an Unfinished Story	373
154. Building Sentences	376
155. The Principal Word of the Subject	378
156. Nouns	380
157. Advertising for a Position	381
158. Spelling Troublesome Words	382
159. Advertising in the "Help Wanted" Columns	384
160. Letter Writing: Answering a "Help Wanted" Adver- tisement	387
161. Using Punctuation Marks Correctly	388
162. Singular and Plural	391
163. Correct Usage: <i>lie</i> and <i>lay</i>	393
164. Expressing Ownership or Possession	397
165. Writing Letters of Recommendation	400
166. Making Your Meaning Clear	402
"How the Voice Travels on a Wire"	402
167. Pronouncing Correctly	404
168. Adjectives	406
169. Avoiding the Use of Worn-Out Adjectives	408
170. Describing a Person	409
"Robinson's Man Friday"	410
171. Spelling Troublesome Words	412
172. The Principal Word of the Predicate of a Sentence	413
173. Verbs	415
174. Telling the Story of a Picture	418
"The Wrecked Airplane"	419
175. Correct Usage: <i>Verbs</i>	421
176. Letter Writing	425
177. Reading a Poem Aloud	426
"Daisies" <i>Bliss Carman</i>	426
178. Explaining Things	427

SECTION	PAGE
179. Adverbs	428
180. Retelling an Explanation for Practice	430
"Some Effects of Tobacco on Growing Boys"	
<i>Luther H. Gulick</i>	431
181. More about Adverbs	435
182. Letter Writing	437
183. Telling Adjectives from Adverbs	440
184. A Debate	442
185. Pronouns	446
186. Correct Usage: <i>I, he, she, we, and they</i>	448
187. Another Debate	450
188. Letter Writing	452
189. Prepositions	454
190. Correct Usage: <i>Prepositions</i>	456
191. Telling the Story of a Picture	459
"Three Children in a Canoe"	461
192. Conjunctions	460
193. Reading a Poem Aloud	464
"The Rain Song"	<i>Robert Loveman</i> 464
194. Getting Rid of the " <i>and</i> " Habit	465
195. Speaking from Dictation	467
196. Interjections	470
197. <i>Project: A Radio Program</i>	471
198. Correct Usage: <i>without, like, leave, left, who, etc.</i>	472
199. <i>Test, Review, and Final Practice: Correct Usage</i>	474
200. <i>Test, Review, and Final Practice: Spelling, Punctuation, and Letter Form</i>	478
201. <i>Test, Review, and Final Practice: Pronouncing Correctly</i>	480
202. Summary: the Year's Aims and Gains	481
APPENDIX	485
INDEX	i

LOWER BOOK

LOWER BOOK

PART ONE

1. Talking about Your Pet

Today or tomorrow everybody in the class will tell about his pet. You may be sure there will be much talking about dogs, cats, birds, rabbits, chickens, and other animals. If you have a pet, get ready to tell about it. If not, choose for your pet one of the puppies in the picture at the front of the book.

S
T
U
D
Y

† As you sit at your desk read the following questions. Silently read and answer each one. To do this is to study. Can you study all by yourself? The questions below will help you learn to do it.

1. What kind of animal is your pet?
2. What is your pet's name?
3. Who gave you this pet?
4. What can your pet do?
5. Why do you like your pet?
6. Which one of the stories on the following page do you like best?

† Each **STUDY** may be used as a class exercise until pupils have learned to study alone. See explanation in Teachers' Manual.

MY CAT

My cat is white and black. She lives in a box in the barn. Sometimes she catches a mouse.

LITTLE MISS NAN

I have a pretty goat at home. Her name is Nanny. I sometimes call her Little Miss Nan. When a strange dog comes into our yard, she puts down her horns and drives him away. She never hurts me. She knows me. She knows she is my pet.

MY PET

My pet is not a cat, a dog, or any animal. My pet grows in a flowerpot. It is a pretty pink geranium. Every morning I give my pet a drink of cool water.

Speaking. Tell the boys and girls of the class why you like your pet.

1. Tell what your pet is and what you call him.
2. Tell what your pet does that makes you like him.



P
R
A
C
T
I
C
E

Perhaps you did not speak loud enough for everyone in the room to hear you. If so, your classmates will tell you in a friendly way. Then tell your story again. You may have to do it several times. Doing a thing over and over, in order to do it better, is practice.*

2. Beginning Your Story in an Interesting Way

The first sentence of a story should be so interesting that everybody who hears it will wish to learn the rest of the story. A sentence like the following is a good beginning sentence :

My pet goat got into our neighbor's flower garden.

If the story-teller should stop there you would say :
"Oh, don't stop! I want to know what happened next."

But a sentence like the following is not so interesting :

My pet goat's name is Nanny.

When you hear that sentence you do not wonder anxiously what will come next, as you did before.

Here is the beginning of another story about a goat :

Nanny followed me into the schoolhouse the other day.

This beginning makes you wish to know the rest of the story.

* If vocal drill is required, see Appendix, pages 497-499.

Exercise. Each of the numbered sentences below is the first sentence of a story about a child's pet. Tell whether it is an interesting beginning sentence. Give your reason for thinking so.

You might do it in this way, speaking loud enough for all in the room to hear :

I think the first sentence is an interesting beginning sentence for a story. It makes me wish to hear what happened after the cat jumped on the bed.

1. At night, when everyone in the house was fast asleep, my cat slipped into my room and jumped on my bed.
2. I have a black and white cat.
3. My rabbits are white, and they have pink eyes.
4. A family of rats made their nest under my row-boat last summer.
5. If you have never had a parrot for a pet, you do not know what fun it is.
6. My pony cannot speak English, but he can think.
7. My dog's name is Rover.
8. My dog Rover can do one very funny trick.
9. My pet is only a doll, but she can do two things.
10. If I could have a pet, I should like a big Saint Bernard dog best of all.
11. Shall I tell you a trick I saw a monkey do?
12. Dogs sometimes chase cats.
13. The other day my cat saved herself by climbing the old apple tree in our back yard.

Read the following questions to yourself and silently answer them:

1. Can you say to yourself the beginning sentence of the story you told several days ago about your pet?

2. Is it an interesting beginning sentence?

3. Does it tell something that your pet can do?

4. Does it tell something that makes others want to hear more?

5. Can you make up another beginning sentence for your story — a better one?

Speaking. Tell the class some interesting thing that your pet does — the same thing you told before, if you wish, but with an interesting beginning sentence that will make the class wish to hear what happened next.

Class Conversation. Your classmates will watch to see whether your beginning sentence is interesting. If it is, they will all listen to hear the rest of the story. If it is not, they will hold up their right hands and tell you so. Then do not go on with your story. It will be best for you to wait until you have studied beginning sentences a little more.

° Do again the exercise on page 5. If you think sentence 7 in that exercise is a good beginning sentence, ask the teacher or a classmate to explain what is the matter with it.

° The sign ° means optional. See explanation in Teachers' Manual.

° If you have already told a story with a good beginning sentence, can you make up another? Tell something else that your pet does. Begin your story with a sentence which will make your classmates wish to listen for the rest of the story.

3. Getting Rid of *and*'s that Are Not Needed

Too many *and*'s in a story are as bad as too much water in a soup. Too many *and*'s spoil the story. See how the following story is spoiled, even though it has a catching beginning sentence:

When I looked at the squirrel cage this morning, I found the door open *and* the squirrel gone *and* I ran to my mother *and* asked her where Jock was *and* she was greatly surprised *and* joined me in looking for him *and* we looked high *and* low *and* at last we found the little rascal in the attic, sitting on a trunk *and* he was calmly looking out of the attic window as if nothing had happened.

Some of the *and*'s in the story above are needed, but if five of them were left out the story would be better. Where an *and* is left out, the voice should be dropped to bring the sentence to a close. Thus if the ninth *and* is omitted, the voice should be dropped after the word *trunk*. Then the word *he* would begin a new sentence. Drop the voice at the end of the sentence and make a short pause before beginning the next one.

Reading. Read the story on page 7, not as it is written but with all unnecessary *and*'s left out. By dropping the voice and making a short pause, show when a sentence has come to a close. Read loud enough so that the class may be sure which *and*'s you keep and which you leave out.

Speaking. Close your book and tell the story of the empty squirrel cage. Tell it without a single *and* that is not needed. Speak loud enough for the class to be sure that no unnecessary *and*'s creep into your story.

Reading and Speaking. In the same way read and then, with your book closed, tell each of the following stories, omitting all *and*'s that are not needed:

1. I sometimes think that my canary can understand what I say to him *and* one day I tried to find out if this is really so *and* I went to his cage *and* said "Sing, Peter" *and* at first he only looked at me *and* when I said it again he began to sing *and* then I gave him a piece of sugar as a reward.

2. My pretty little black *and* white cat got into the pantry one morning *and* Mother was planning a fish dinner *and* before we saw what was happening kitty had jumped to the shelf *and* the fresh fish stood there *and* I do not know whether she touched it *and* I do know that we did not have fish to eat that day after all.

3. My pet rabbit is white with pink inside her ears *and* on her nose *and* sometimes she sits up *and* washes her face *and* ears with her paw just like a cat *and* I think my rabbit is a good pet even if she cannot do tricks of any kind.

4. Making Pictures

A PICTURE OF MY PET

That woolly white muff on the floor must have rolled off the chair. But what makes it move? Oh, I see four legs and a funny little tail. Now I see two ears, two eyes, and a pink nose. I know. It is not a muff at all. It is my French poodle.

When you talk about your pet you can tell many things. You can tell what it can do. You can tell where you got it. You can tell its name. You can tell what it looks like.

S
T
U
D
Y

Answer to yourself each of the following questions about the story above:

1. Does the story tell the name of the dog?
2. Does the story tell what the dog can do?
3. Does the story tell where the owner got the dog?
4. What is the one thing and the only thing the story does tell?
5. What does the story say that shows how the dog looks?
6. What colors does the story name?
7. What does *your* pet look like?

8. What is the size, shape, and color of your pet?
9. What is the thing one would first notice about the looks of your pet?
10. What is your beginning sentence to be as you tell how your pet looks?

Speaking. Tell the class how your pet looks. Tell nothing else. If there is something funny about his looks, tell that. Do not forget to tell what you like most of all in his looks. Tell that in the last sentence.

P
R
A
C
T
I
C
E

----- Perhaps you left out something very interesting about the looks of your pet. When you have finished telling your story the pupils will tell you whether you gave them a good picture of your pet. Perhaps they will ask you questions. Perhaps they will point out something you said that has nothing to do with how your pet looks. Do you see how you might make the picture better? Tell the class again how your pet looks.

5. Test: Pronouncing Correctly

Nearly everybody can say *cat* and *hat* correctly, but many make mistakes in pronouncing such words as *film*, *just*, *again*, *eleven*, *Tuesday*, and *February*. These words and others like them test a speaker. The sentences below contain, in italics, a number of troublesome words of that sort. Can you pronounce them correctly? That is the question to be answered by the following test.

Test. Read the following sentences as the class listens for any words you mispronounce. If there are none, your name will be written on the board as a star pupil.

1. *Which* word will *catch* you *when* you read these sentences?

2. *Won't* you see if you *can* read them without *making* one mistake?

3. Begin by *saying* three hard ones: *February*, *arctic*, *library*.

4. Now *just* try *film* and *eleven*.

5. *Yes*, the pupils *were* *reading*.

6. *Did* you say *yes* to rime with guess and bless?

7. *Why don't* you say *our* to rime with sour, *get* to rime with bet, and *because* to rime with laws or straws?

8. *When* you say *where*, *what*, and *while*, do you say the *h* before the *w*?

9. I *want* to go, I *plan* to go, I *am* *going* to go.

10. If you had said *yes*, I *should* *have* said *no*.

11. I *could* *have* said *yes* *yesterday* and *again* today.

12. *Singing* in the *morning* or *singing* in the *evening*, are you *singing* the *ing* part of these words distinctly?

13. *Accept* this book and *let* *me* hear you read the first *three* *poems*.

14. I *am* *pleased* to *accept* because I like *poems* and *there* *are* a *hundred* in this book.

15. I *wish* to hear you *reading* the *first* *three* *poems*.

16. As the bells *are* *ringing*, *give* *me* the names of those who *are* *coming*.

17. We *were* *talking* about how we *could* *have*, *might* *have*, and *ought* to *have* made *our* *escape*.

18. You *may have* to *rinse* the *film* in *running* water.
19. When you say *just*, say it to rime with must.
20. He *saw hundreds* of seals caught in the *arctic* seas in *February*.

°Listen carefully as the teacher pronounces the words you missed. Now pronounce them correctly. Make a sentence containing each word. Write a list of these words, that is, the ones you missed. Write after each, if you can, some word that will help you remember the correct pronunciation. Thus, *pan* will help you remember how to say *can*.

°Perhaps the teacher will make each star pupil the leader of a small group of pupils. Each leader will train his group to read the sentences above without mistakes. Then, after a while, there may be a contest among the groups. The group which does the best reading wins. If the class is small, the contest must be between single pupils instead of groups or teams.

6. Test: Correct Usage

The words that school children most often use incorrectly are these: *saw, seen*; *did, done*; *went, gone*; *came, come*; and *was, were*. The test following will show whether you can use them correctly.

Test. Each of the sentences below contains words in parenthesis, like this: (*saw* ¹*seen*). One of these words is the correct word for that place. The other is the incorrect one that is sometimes heard instead.

From how many of the parentheses can you choose the correct word? Write each correct word on a sheet of paper with the number of the parenthesis in which you found it. When, after you have finished writing, the teacher or a pupil reads the correct list, follow the reading with your list and mark the words in it that are incorrect.

1. Yesterday on the way from school I (saw ¹ seen) a crow on a fence.
2. I have often (saw ² seen) crows, but I never (saw ³ seen) one sitting on a fence.
3. We (gone ⁴ went) to town and (did ⁵ done) some errands.
4. We (seen ⁶ saw) some friends who had (went ⁷ gone) to town, too.
5. When I (saw ⁸ seen) what I had (did ⁹ done), I (went ¹⁰ gone) home.
6. I had not (went ¹¹ gone) far before my friends (saw ¹² seen) me.
7. Have you ever (saw ¹³ seen) a box of tin soldiers?
8. Where has the tin soldier (gone ¹⁴ went)? He has (went ¹⁵ gone) out of the window.
9. Who has (did ¹⁶ done) this? Who has (seen ¹⁷ saw) him?
10. Two boys (seen ¹⁸ saw) where the dog had (gone ¹⁹ went).

11. A cat (saw²⁰ seen) a large fish. When the cook (come²¹ came) into the room, the fish was (went²² gone).
12. Where had the fish (gone²³ went)? Where had the cat (went²⁴ gone)? What had the cat (done²⁵ did)?
13. When the cat had (came²⁶ come) back, we (saw²⁷ seen) that she and the cook (were²⁸ was) no longer friends.
14. This letter (come²⁹ came) in today's mail.
15. The carrier (came³⁰ come) to the door. Where (was³¹ were) you? I (saw³² seen) him when he (come³³ came).

Drill in Correct Usage. If you made a poor record in the test, repeatedly read aloud the sentences above, choosing the right words, until you can do this both correctly and rapidly.*

° If your record with the sentences was perfect, use your time helping other pupils in the drill or preparing yourself to tell a story for the entertainment of the class. Let your story be about some animal you know.

7. Talking about Dogs

In a day or two the class will talk about dogs. Each pupil will tell what kinds of dogs he knows well. Each will tell which kind he likes best.

*See Appendix, pages 485-490.

Sitting at your desk read each of the following questions to yourself. Say each answer to yourself.

1. What kinds of dogs can you name?
2. Which is the largest kind of dog you know?
3. Which kind makes the best watchdog?
4. Which kind is the most intelligent?
5. Which kind is the bravest?
6. Which kind is the most useful?
7. Which kind do you like best of all?
8. When you close your eyes can you see the kind of dog you like best?

Speaking. Tell the class these two things:

1. Which kind of dog you like best.
2. Why you like it best.

You could say:

The dog I like best of all is the shepherd dog. He will take care of his master if his master is lost or in danger. That's the kind of dog for me.

Or you could make a riddle, in this way:

My favorite dog is a little thing with a sharp bark and a black nose. I like him best because he likes to play. Can you guess what kind he is?

Class Conversation. After you have told your story your classmates will say what they think of it. They will tell you what things you did well and anything that you should do better. Everything will be said in a friendly way. We are all working together to learn to be better speakers.

Perhaps one pupil will say :

"I could hear every word you said, John. You are not afraid to speak out."

Another pupil may say :

"John, you did not give a good reason for liking the terrier best of all dogs. You said he is playful. Nearly every kind of dog is playful."

Still another may say :

"Your talk was interesting, John, and you spoke loud enough. But you stood on one foot and wiggled around too much. I watched your wiggling more than I listened to your speaking."

A fourth pupil might say :

"You kept saying *and-a, and-a*, John. I think that nearly spoiled your story."

P R A C T I C E	----	Tell your story once more. Show the class that you can tell it and at the same time
		(1) stand straight and look at your classmates;
		(2) speak in a loud, clear voice;
		(3) use no "and" that is not needed;
		(4) tell only the two things asked for.

8. Retelling a Story for Practice

Read the following story carefully, so that you can tell it without leaving anything of importance out :

WHAT A SAINT BERNARD DOG DID

Many years ago, before the railroads were built, travelers in Switzerland had to cross the mountains on foot. Sometimes they lost their way in the deep snow. In that far-away country lived the good monks of Saint Bernard. It was they who owned and trained the fine dogs that are named after them. These dogs were large, strong animals with thick hair. When a storm came and the snow whirled about, the monks sent their brave and kind dogs out to look for lost people.

One wintry day a traveler and his little daughter were lost in those snow-covered mountains. Night came, and they could see no light, no house, no road. They did not know where they were. At last, after wandering about until they were too tired to go on, the father took the little girl in his arms and lay down beside a great rock. He hoped, if they could keep from freezing during the night, that they might go on again in the morning. At home the mother was waiting and wondering why they did not come.

Suddenly the traveler saw a big animal, nearly as large as a bear, dash toward them. It was a great dog, a Saint Bernard dog. Oh, how glad the dog was to see them! He sent one long,

loud howl after another into the storm, to let the men know where he was. Fastened to his neck was a little basket. In it were food and drink. Soon the men came and took care of the lost travelers. Not far away was a warm mountain hut, and here they stayed until the storm ended. When the mountain roads were cleared, the traveler and his little girl started out for their home.

S
T
U
D
Y

Before you can speak well you must study. You must think what to say and how to say it.

Silently read and answer the following :

1. Do you see that the story above has three parts? Point to the first word in each part or paragraph.

2. What is the first part or paragraph about? Does it say a word about the father and his little girl?

3. Does the second paragraph say anything about Saint Bernard dogs? What does this part tell about?

4. What does the third part or paragraph tell about?

5. Without looking at the book can you say to yourself what each of the three paragraphs of the story is about? Remember you are not asked to tell everything in each of the paragraphs. That would be telling the whole story. You are asked to tell what each paragraph is about, in this way :

The first paragraph of the story tells about

The second paragraph of the story tells about

The third paragraph of the story tells about



Rodney Thomson.

Speaking. A team of three pupils may go to the front of the room and tell the story of the traveler and the Saint Bernard dog. Each pupil of the team will tell one of the three paragraphs of the story. Each must tell nothing outside his own paragraph. The following outline of the story may be copied on the board before the story-telling begins:

OUTLINE

- I. Saint Bernard dogs were used long ago in Switzerland to save lost travelers.
- II. In that country a traveler and his daughter lost their way one night in a snowstorm.
- III. A Saint Bernard dog saved them.

P
R
A
C
T
I
C
E

As each pupil speaks the class will watch for two things:

1. Does the story-teller stick to his own paragraph, or does he also tell things which belong to other paragraphs?

2. Does the story-teller tell everything in his own paragraph, or does he leave out something important?

Other teams of three pupils each will go to the front of the room and practice telling the story. In some classes there may be pupils enough for only one team, if that. Perhaps the whole story will have to be told by one pupil to other classes. Such a pupil is lucky. He will have much practice in speaking.

9. Learning More about Sentences

You already know something about sentences. If a classmate says to you "My doll" and stops, you know that he has not spoken a sentence. Perhaps you say, "What about your doll?" If your classmate begins again and says, "My doll has a new dress," then you understand, for this is a sentence.

Exercise. 1. Only one of the following groups of words is a sentence. Change each of the other groups into a sentence by adding one or more words. Thus, you can change the first group into a sentence by adding the words *caught a mouse*. Then you have *My little white cat caught a mouse*. This is a sentence.

1. My little white cat
2. My baby brother
3. A blue lead pencil
4. George's new cap
5. His sister Fanny
6. Is sitting on the swing
7. Fido is barking at a stranger.
8. Caught a mouse yesterday
9. A big black crow
10. Has a nest in an old oak tree

2. Only one of the groups of words below is a sentence. You can make a sentence of each of the other groups by joining that group with a group that fits it, as you make a wagon by putting together a set of wheels and a box. The box alone is not a wagon; the

set of wheels alone is not a wagon. Group 1 below is not a sentence; group 7 is not a sentence. Join them, and you have *A red fox got into our chicken coop*, which is a sentence. In this way make sentences by joining other groups.

1. A red fox
2. Mary writes neatly.
3. One of my classmates
4. Crawled into the neighbor's cellar
5. The old fisherman
- ✓ 6. Were hard at work in the cornfield
- ✓ 7. Got into our chicken coop
8. Started for the lake in the woods
9. His sister
10. A hungry little mouse
- ✓ 11. Several busy boys
12. Had been placed on the pan of the trap
13. Smelled a piece of cheese in the pantry
14. The cheese
15. Our cat
- ✓ 16. Was whistling at the front door

Writing. Write a number of the sentences you have made, remembering to begin each with a capital letter and to end it with a period. If your sentence is a question, end it with a question mark. Several pupils may write on the board.

Correction. Correct the sentences on the board and those on paper. The following rules will remind you of what to look for besides the correct spelling of words:

1. Every sentence should begin with a capital letter.
2. A sentence that tells something should end with a period.
3. A sentence that asks a question should end with a question mark.

10. *Two Games: Asking and Answering Questions*

I

In this game a pupil rises and asks a classmate a question. The classmate rises and answers it. Then another pupil asks another classmate a question, which he answers. And so on.

There are several ways to make the game interesting :

1. By asking and answering questions clearly and distinctly.

2. By asking a speaker to repeat his question or answer until it can easily be heard. Any pupil may politely ask a speaker to do this.

3. By asking questions of the right sort. It is correct to ask *How old are you, George?* or *Where do you live, Mary?* Such questions are better than none at all, but questions like these are better still :

1. Does a cat live longer than a dog, Fred?
2. How old was Columbus when he discovered America, Louise?
3. How many eggs does a hen lay in a year, Albert?

4. How long can a submarine stay under water, Henry?
5. Is it easier to swim in fresh water or in salt water, Marian?
6. Are there any poisonous snakes near here, Ella?
7. How large was the largest spider you ever saw, Frank?

It may be that you will be asked an interesting question that you cannot answer. In that case, simply reply that you do not know, or ask for time to find the correct answer.

Politeness

Notice that each question contains the name of the person of whom it is asked. The answer should contain the name of the person to whom the answer is addressed.

At the end of the game the class may say which were the most interesting questions and answers.

II

It is fun to play the game without saying a word. How can this be done? By writing the questions and answers on the board.

Several pupils go to the board and each writes a question, as:

Tom, where would you go to buy a good pocket-knife?

Or

Mary, will you lend me a pencil for today?

Then Tom, Mary, and the other pupils whose names are given go to the board and each writes the best answer he can give, as :

The Smith Hardware Store sells the best knives in our town, Fred.

Or

I shall be glad to lend you one or even two pencils, Lucy.

Then others go to the board to write questions and answers. Notice that each question and answer has in it the name of the pupil to whom it is written. A comma (,) separates that name from the rest of the sentence.

If a question or an answer has mistakes in it, the pupils who point them out may go to the board and write. These are some of the questions that will help you find mistakes :

1. Does the question begin with a capital letter? Does the answer begin with a capital letter?
2. Does the question end with a question mark?
3. Does the answer end with a period?
4. Are all the words spelled correctly?
5. Is the name of the person spoken to separated from the rest of the sentence by a comma?

The Comma Helps to Make the Meaning Clear

Do you know why there should be a comma between the name of the person addressed and the rest of the sentence? The following sentences are without that comma. Do you see why the comma is needed?

1. Did you ever see a lion eat Paul?
2. Can you hear Mary?
3. Will squirrels bite Sam?
4. With what shall I fasten the sign on Will?
5. Did the man finish painting Tom?
6. Do you understand Jane?
7. How many eggs did you sell Nell?
8. Have you ever seen a cat fight Robert?

Copying. Copy those eight sentences and place the comma where it belongs.

11. *Test and Review:* Letter Writing

A game may be played by sending questions and answers in letters. Before you can play this letter-writing game you must make sure that you know how a letter is written.

Test. As the teacher reads the first of these two letters aloud, write it in correct letter form on a sheet of paper. Then compare your letter with the one in the book.

Dear Ned:

October 2, 1929

Can you tell me how deep the ocean is in its deepest part?

Oscar Brown

Dear Oscar :

October 3, 1929

My father once told me that in some places the ocean is over five miles deep.

Ned Ferris

S
T
U
D
Y

Even if you did not make a mistake in writing the letter just read to you by the teacher, it will be good practice for you, before the game begins, to copy the other letter. Prepare yourself for copying by silently studying the following :

1. In the letter above, where does the date begin?
2. Place your pencil at that point on your sheet of paper where you begin to write the date. Notice the comma in the date.
3. Where does the greeting begin? The words *Dear Oscar* are the greeting. Where will you begin it on your sheet of paper? Are you leaving margin enough? Notice the mark (:), a colon, that follows the greeting.
4. Notice where the first line begins: not under the *D* of *Dear* but a little *in*, that is, *indented*.
5. Read the sentence that is the main part, or the body, of the letter. Can you say it without looking at the book again? What words in it are hard to spell?
6. Where is the name of the writer placed?

Copying. Copy the letter you have been studying.

Correction. Read your copy over, line by line, and compare it with the letter in the book.

12. *Game* : Writing Letters

The game is exactly like the game you played on the blackboard several days ago except that the questions and answers are written in letters which are sent through the class post office. The class post-master is the pupil who did the best work in the letter-copying exercise. Others who did careful copying may be helpers and letter carriers. These may make a letter box before the game begins. Besides, they may also collect from each pupil a slip of paper on which he has written his name. The slips should be placed in a box. Each pupil may draw out one. That gives him the name of the classmate to whom he should send a question.

S
T
U
D
Y

Read the following questions to yourself and silently answer them :

1. Would it not be a good plan to tell no one the name of the classmate to whom you will write? That will make it a surprise to everybody.

2. Can you think of a question that will surprise him or her — something interesting that he or she does not expect to receive?

3. If you cannot think of a very interesting question, what question will you ask?

4. Do you know what date to write on your letter?

Writing. Write your letter. Then fold the sheet of paper and write on the outside the name of the class-mate to whom you are writing.

Correction. It will be best to read your letter over before you drop it into the letter box. The class postmaster and his helpers will give the letter back to you if they find mistakes in it. They deliver only correct and neat letters.

Writing. Write a letter answering the question you have received. This letter also will go through the hands of the class postmaster and his helpers.

° Any pupil having time for it may write more than one letter.

13. Using *learn* and *teach* Correctly

What does a teacher do? A teacher gives lessons, shows pupils how to do things, tells them things they ought to know, helps them in their studies.

Notice these three sentences:

1. Miss Smith *teaches* writing.
2. She *teaches* us how to hold the pencil.
3. She *taught* us how to make the letters.

What does a pupil do? A learner or pupil studies. He finds out about things. *Learn* means to find out things.

Notice the following three sentences:

1. We are *learning* to write.
2. We are *learning* many things in school.
3. We are *learning* something new every day.

You see that the difference between *teach* and *learn* is like the difference between *tell* and *listen*. The teacher *tells*. The learner looks and *listens*. Remember that *teach* and *tell* both begin with "t," and that *learn*, *look*, and *listen* all begin with "l." This jingle will help you to remember:

When I *teach* I *tell*;
Both words start with "t."
When I *learn* I *listen* well;
Both words start with "l."

Speaking. 1. Make a sentence of each of the following groups of words by adding (1) *teaches me* and (2) what it is that you are taught. Thus, using the first group, you could make this sentence:

The dancing teacher teaches me how to dance.

- | | |
|---------------------------|--------------------|
| 1. The dancing teacher | 9. The carpenter |
| 2. The violin teacher | 10. The driver |
| 3. The singing teacher | 11. The dressmaker |
| 4. The swimming teacher | 12. The farmer |
| 5. The English teacher | 13. Mother |
| 6. The arithmetic teacher | 14. Father |
| 7. The drawing teacher | 15. The cook |
| 8. The ball player | 16. The printer |

2. Make sentences again but this time say *taught me* instead of *teaches me*.

3. Instead of the group of words *how to make a kite* in the following two sentences, use other groups, such as those below :

1. I will look, listen, and *learn how to make a kite*.
2. Then I will tell you and *teach you how to make a kite*.
1. How to clean a hat 6. How to play a new game
2. How to mend a tear 7. How to dance a jig
3. How to boil eggs 8. How to write a letter
4. How to ride a bicycle 9. How to plant a tree
5. How to drive a car 10. How to oil a clock

14. Reading a Poem Aloud

"I wonder how this plate got cracked?" said the mother of three children one morning.

"I don't know, Mother," answered Frank.

"I don't know, Mother," echoed Grace.

"I didn't do it," cried little Harry.

"Well, then," their mother decided, "Mr. Nobody must have done it."

That afternoon when the children had come in from play, the mother saw mud on the floor. Somebody had come in with muddy shoes, but who?

"It wasn't I, Mother," declared Frank.

"Nor I," echoed Grace.

"I didn't do it, Mother," piped little Harry.

Who, then, could have done it? Of course it was Mr. Nobody.

Mr. Nobody was always doing things like that — leaving the door open, mislaying the children's things, and making finger marks on the door.

Perhaps Mr. Nobody visits your house? If he does, you will understand the following poem as the teacher reads it to you :

MR. NOBODY

I know a funny little man,
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
There's no one ever sees his face,
And yet we all agree
That every plate we break was cracked
By Mr. Nobody.

'Tis he who always tears our books,
Who leaves the door ajar ;
He pulls the buttons from our shirts,
And scatters pins afar ;
That squeaking door will always squeak,
For, prithee, don't you see,
We leave the oiling to be done
By Mr. Nobody.

He puts damp wood upon the fire,
That kettles cannot boil ;
His are the feet that bring in mud,
And all the carpets soil.
The papers always are mislaid,
Who had them last but he ?
There's no one tosses them about
But Mr. Nobody.

The finger marks upon the door
 By none of us are made ;
 We never leave the blinds unclosed,
 To let the curtains fade.
 The ink we never spill ; the boots
 That lying round you see
 Are not our boots ; they all belong
 To Mr. Nobody.

Author Unknown

Word Study. 1. There may be words in the poem which you do not clearly understand. If so, those words must be studied so that they will not get in your way when you try to read the poem for yourself. The six words below are taken from the poem. Can you use them in sentences to show what they mean?

mischief
 agree

ajar
 soil

mis-laid
 tosses

2. For each of the words above find in the list below as many as you can that have the same meaning.

trouble	grant	throws	laid in wrong place
flings	damage	itches	slightly open
misplaced	admit	harm	make unclean
itches	assent	say yes	make dirty

Reading. Now that you know what every word in the poem means, you need not think of the words as you read. Instead, think of that funny little man, Mr. Nobody, doing mischief in the house. Try to read so that everyone will enjoy the poem.

When you have finished reading the poem, or one stanza of it, the class will tell you what you did well and what you might do better. These questions will help the class:

1. Did you stand straight?
2. Did you read loud enough and distinctly?
3. Did you read in a lively and pleasant way, as if you enjoyed the poem?

It may be best for you to read again several times. In this way you will learn to read well.

15. *Project* : Making a Picture Book

The poem says that no one ever saw Mr. Nobody's face, but do you not think, if you gave a quick look into the mirror, that you would catch a glimpse of him? Tell the class what Mr. Nobody in your house looks like.

1. What is the color of Mr. Nobody's eyes? What is the color of his hair?
2. Has he freckles?
3. Has he a large nose and a large mouth?
4. Is his face round like a pumpkin, or long?
5. What do you notice first as you look at his face? Will you speak of that first? How will you say it?
6. What will you speak about after that?

Speaking. Tell the class what you saw as you looked for Mr. Nobody in the mirror. In two or three sentences tell the main things.



This is what a pupil in another school said :

A grinning face looked at me from the mirror. I noticed curly red hair, blue eyes, and a field of freckles. "Who are you?" I asked. "Who are *you*?" answered the face in the mirror.

Another pupil, a girl, said :

Mr. Nobody at our house is a fat little girl with pretty brown eyes, a funny little pug nose, and a dimple in her chin. He should be called Miss Nobody.

Class Conversation. The class will talk about the pictures of Mr. Nobody. What are the good points in each picture? What points are not so good? This will prepare you for the writing that follows.

Writing. You have told the class how Mr. Nobody looks to you. Now write what you told, making your description better if you can.

Correction. Read what you have written and look for mistakes. In this the following questions will help you :

1. Have you left a wide margin around your writing? See how wide the margin is in the two stories above.
2. Did you indent the first line? See how the first line is indented in the two stories above.

3. Have you written "Mr. Nobody" correctly?
4. Have you begun each of your sentences with a capital letter?
5. Have you followed each of your sentences with a period?
6. Is every word spelled correctly?

Copying. Each picture that you and your classmates make is to be a page in a book. Copy neatly and correctly what you have written. Look your copy over for mistakes. Then give it to the pupils who have been asked to fasten all the pages together. Make a cover for the book.

On the cover might be printed something like this:

A PICTURE BOOK

MR. NOBODY AS SEEN IN TWENTY
DIFFERENT MIRRORS

16. Correct Usage: *learn, teach*, and Other Words You Have Studied

The following test and drill contain all the troublesome words you have studied or reviewed this year.

Test. Write the numbers 1 to 33 on a sheet of paper. Opposite these numbers write the correct words

from the parentheses below. That is, opposite your number 1 write the correct word from parenthesis 1, and so on. Find out what mistakes you have made, if any, by reading to yourself the words on your list as the teacher or a pupil reads the correct list.

1. When I have learned this, I shall (learn¹ teach) it to you. Then you can (teach² learn) it to someone else.
2. I have (saw³ seen) what you have (done⁴ did).
3. I (saw⁵ seen) it yesterday. You (done⁶ did) a fine piece of work. Who (learned⁷ taught) you?
4. Where (were⁸ was) you when I (learned⁹ taught) your brother how to skate? (Was¹⁰ Were) you here?
5. The skating days have not yet (come¹¹ came).
6. Summer has (went¹² gone) and fall has (came¹³ come).
7. Warm weather has (gone¹⁴ went) and cool days have (came¹⁵ come). Winter has not (come¹⁶ came) yet.
8. Have you (seen¹⁷ saw) any ice on the river?
9. Have you (did¹⁸ done) all your examples?
10. Which ones have you (done¹⁹ did)? I (did²⁰ done) mine in school. I (did²¹ done) all but one.
11. Who (teaches²² learns) you music? My mother (learns²³ teaches) me to play the piano.

12. My father has (went²⁴ gone) to the city. He (went²⁵ gone) this morning. I (saw²⁶ seen) him go.
13. (Were²⁷ Was) you ever on a steamship? Have you (saw²⁸ seen) many steamships?
14. I have (did²⁹ done) my work. I have (gone³⁰ went) out to play. I have (came³¹ come) to see you.
15. Have you (learned³² taught) how to write a letter? Who (learned³³ taught) you?

Drill in Correct Usage. Unless your record in the test was perfect, you need further drill in the correct use of words. Then read the test sentences aloud repeatedly, choosing the right words, until you can do this easily and rapidly. How quick a time record can you make as you read? Every mistake counts against you, and only distinct speaking is permitted.

17. Retelling a Story for Practice

A shepherd was talking with a friend about how much dogs know. Pointing to a fine collie that lay near them on the floor, he said:

"That dog, I sometimes think, can understand English."

"Oh," replied the friend, smiling, "you can hardly mean that."

"Yes, I do, and I think I can prove it to you," answered the shepherd. "I will mention something to you in this same tone of voice. Let us see what the dog will do."

Then, without pointing to the dog or even looking at him and without raising his voice, he quietly remarked, "I believe I hear a fox in the chicken coop."

At once the collie pricked up his ears. In a moment he was on his feet. He hurried out of the shepherd's hut and ran straight to the chicken coop. Who will declare that the dog did not know what his master said?

Reading. After reading the story to yourself once or twice, read it to the class.

S
T
U
D
Y

Silently prepare yourself to tell the story.

1. What is the first thing said in the story?
2. What is the next thing said?
3. What is the third thing said?
4. What does the shepherd say that makes the collie prick up his ears?
5. Can you find the following six words in the story? They have nearly the same meaning.

said	answered	remarked
replied	mention	declare

Speaking. Tell the story of the collie that understood English. The class will be interested to see how well you do this.

Problems

1. Can you tell the story and do it standing straight, looking your classmates in the face, and speaking loud enough for all to hear?



2. Can you tell the story and do it without using *say* or *said* more than once?

3. Can you tell the story without using one unnecessary *and*?

The class will watch to see how each pupil solves these problems.

Class Conversation. What title will you give to the story? As pupils make suggestions the teacher will write them on the board. Notice that the first word in a title and every important word in it begins with a capital letter, as:

The Collie that Understood English

18. Pronouncing Correctly

- | | |
|---------------------------------------|-------------------------------------|
| 1. debt (rimes with <i>net</i>) | 7. anything (ends in <i>ing</i>) |
| 2. debtor (rimes with <i>letter</i>) | 8. something (ends in <i>ing</i>) |
| 3. often (<i>ofn</i>) | 9. everything (ends in <i>ing</i>) |
| 4. soften (<i>sofn</i>) | 10. nothing (ends in <i>ing</i>) |
| 5. listen (<i>lissn</i>) | 11. window (NOT <i>winder</i>) |
| 6. iron (ends like <i>urn</i>) | 12. across (ends in <i>cross</i>) |

Listening. As the teacher reads to you the twelve words given above, keep your eye on the words and notice how each is said. Notice that *debt* rimes with *net*. The *b* is not sounded. The *t* is not sounded in *often*, *soften*, and *listen*.

Pronouncing. As the teacher pronounces the words again, pronounce each one the same way. Then read

aloud the following sentences, which contain the same words together with some guide words to help you:

1. I am never in debt, for the money I get I put in my iron bank.

2. If you owe me a letter, then you are my debtor.

3. Listen to the wind blow across our window.

4. We often have to soften the water at our house.

5. I earn money to buy an iron kettle.

6. He said anything and everything that came into his head.

7. Nothing seemed to soften his heart, but perhaps something will soften it some day.

8. I listened at the window and heard something coming across the lawn.

Speaking. Give short sentences of your own containing the twelve words studied in this lesson.

19. Using *may* and *can* Correctly

"I *can* do this" means "I *am able* to do this."

"*Can* he do this?" means "*Is* he *able* to do this? Does he know enough or is he strong enough or has he the ability to do this?"

"*May* I do this?" is different from "*Can* I do this?" "*May* I do this?" means "Will you *let me* do this? Will you give me *permission* to do this?"

Children often ask their mothers or teachers questions like these:

1. Please, Mother, *can* I play outdoors this morning?

2. Please, Miss Smith, *can* I speak to George a minute?

In such questions they should say *may*, not *can*. Notice what Tom's mother says in the following conversation:

"Mother, can I eat another piece of pie?"

"I suppose you can, Tom. I know you have sharp teeth, and I know there is room in your stomach for it. Yes, you *can*, but you *may* not. No, I will not let you have another piece until tomorrow."

Drill in Correct Usage. 1. As you read the following sentences aloud fill each blank with *may* or *can*, whichever is correct:

✓ 1. John ---- run faster than Frank.

2. My mother says I ---- run around awhile before lunch.

✓ 3. I am nine, and I ---- write my name.

4. Miss Smith, ---- I write my name on the board?

✓ 5. Miss Smith, ---- I write as neatly as George?.

6. I ---- read. I have learned how.

7. ---- I read your book some day?

✓ 8. ---- you speak French, Fanny?

✓ 9. Do you know that I ---- skate?

✓ 10. Mother says I ---- go skating Saturday.

11. ---- you see me from where you are?

12. ---- you come to my home tomorrow?

✓ 13. ---- you find me in the dark?

14. ---- I use your pencil a moment?

15. ---- you see that star without glasses?

16. Miss Smith, ---- I have a piece of chalk?

17. Miss Smith, ---- you hear every word I say?

18. Miss Smith, ---- I speak with Charles a minute?

19. --- you touch the ceiling when you stand on that table?

20. --- I stand on that table, Miss Smith?

2. When you are able easily to fill the blanks correctly, read the sentences more rapidly, both from the top down and from the bottom up. Perhaps the teacher will time you. Can you improve your record?

20. Talking about Wild Animals

S
T
U
D
Y

Prepare yourself to talk about some wild animal by silently reading and answering each of the following questions:

1. Did you ever see wild animals at the circus or the zoo?

2. Which wild animal interested you most — the brave lion, the fierce tiger, the big bear, the awkward giraffe, the active monkey, or some other wild animal?

3. About which animal will you talk?

4. When you close your eyes and think of your animal, what do you see first?

5. Is its fur short or long? What is its color? How does its face look?

6. Does your animal roar, or bark, or chatter, or make no sound at all?

7. Can your animal do something that most of the other animals cannot do?

In a certain school the pupils played "wild animals." Each pupil pretended to be an animal. He told about

himself, but he did not say what animal he was. The other pupils had to guess that.

One boy said :

I am a dangerous beast. I eat other animals. Sometimes I eat men. Then I am called a man-eater. I live in the jungle. Men hunt me on elephants. What am I?

A girl said :

I am bigger than a lion or a tiger, but not so large as an elephant. I live in rivers and lakes. My skin is like thick brown leather. I can take two or three loaves of bread or a shovelful of bran at one bite. What am I?

S
T
U
D
Y

1. Do you think the beginning sentence in the first story above is a good one? Is it not true that nearly every wild animal is a dangerous beast?

2. Does the beginning sentence in the second story make you wonder what the animal is? Is it an interesting beginning sentence?

3. Can you make up an interesting beginning sentence for your story or riddle?

4. Can you say your beginning sentence to yourself?



Speaking. Pretend that you are a wild animal. Tell about yourself, but do not tell what animal you are. The class will try to guess that.

P
R
A
C
T
I
C
E

Even if your story is interesting, you can spoil it in the telling. You can spoil it in the following ways:

1. By speaking faintly.
2. By mumbling your words.
3. By using too many *and's*.
4. By pronouncing words incorrectly.
5. By an uninteresting beginning sentence.
6. By using poor English.

Try to tell your story without any of these faults. You will probably have to try several times before you succeed.

21. Telling Interesting Facts about Wild Animals

THE ZEBRA

1. A zebra is an animal somewhat like a horse but having black stripes on a white or buff background. Great herds live in Africa. When a herd is feeding, one of the animals acts as a sentinel. It stands guard and gives the warning, if danger is near. Then the whole herd gallops away faster than the swiftest horse can go.

THE ZEBRA

2. A herd of zebras never travels like a herd of cows or buffaloes. Zebras go Indian fashion; that is, they move in single file, one behind the other, like elephants. They can easily outrun a horse. It is useless for a hunter to try to follow them.

THE GIRAFFE

3. The giraffe is the animal with the longest neck in the world. Strange to say, in spite of this long neck, it is not easy for the giraffe to eat from the ground. The reason is that the front legs are much longer than the hind legs. The animal has to spread the front legs far apart in order to reach the ground.

THE GIRAFFE

4. The giraffe is covered with a hide that is an inch or more thick. Therefore, when the giraffe forces itself through the thick jungles of Africa, it does not hurt itself, as would a horse or a man.

THE REINDEER

5. The most useful animal to the people of the Far North is the reindeer. When they are hungry they can eat its flesh. When they are thirsty they can drink its milk. When they are cold they can make clothes of its skin. When they want to go anywhere, they need only hitch the animal to a sled and it will travel along, sometimes one hundred miles a day.

THE CAMEL

6. There are nearly as many different kinds of camels as there are of horses. Some have one hump; some have two. Some humps are large; others are small. These odd beasts live in the deserts of Asia and Africa. They seem to like the burning sand and not to care, like other animals, for the shade. They are used to dry weather. A drink of water once in three days is enough for them. When, however, they do drink, they take as much as thirty quarts of water at one time. This is as much water as most human beings drink in a month.

THE BEAR

7. Bears eat honey, fruits, roots, some vegetables, fish, crickets, and birds' eggs. Some bears are very fond of ants. Does a bear pick up ants one by one? That would take too long. He would not get enough to eat. He would grow thin. So Mr. Bear hunts until he finds an ant hill, the larger, the better. Into this he carefully pokes his long snout, pushing it in as far as it will go. Now he takes a deep breath. Hundreds of the little insects are drawn into his mouth with the air. After a few deep breaths not an ant is left in the hill.

THE CHAMELEON

8. At least five interesting things can be said about that little lizard, the chameleon. First, although only about six inches long, it can shoot



out its tongue nearly that distance to catch an insect. Second, it can move either eye alone and it can move both eyes in different directions at the same time. Third, it can hang by its tail, like a monkey. Fourth, it can go without food a long time and for that reason was once supposed to live on air. Fifth, and perhaps most wonderful of all, it can make itself invisible by changing its color to that of the tree or stone or ground on which it happens to be.

THE POLAR BEAR

9. Imagine an animal nine feet long and weighing as much as half a ton of coal. Then imagine the huge beast diving into the cold waters of the northern sea for fish or seals. It can swim nearly as well as a fish or a seal. Its fur is so white that the bear cannot easily be seen against snow on which the sun is shining.

S
T
U
D
Y

1. Which animal do you wish to talk about, the zebra, the giraffe, the reindeer, the camel, the bear, the chameleon, or the polar bear?
2. Can you find the story about your animal among the stories given on the preceding pages?
3. Do you understand the story?
4. How many facts does the story give about your animal?
5. What is the first thing you will tell the class?
6. What is the second thing you will tell the class?
7. Is there anything else you will tell?

Speaking. Tell the class the interesting fact or facts about the animal you have chosen. Speak clearly and loud enough. Before you speak think of this: *it is better to tell one fact well than to tell three or four poorly.*

P
R
A
C
T
I
C
E

--- If you find from what the class tells you that you have not spoken so well as you might, try again. This time do not make the mistakes you made before. You may need to make several trials before you overcome those mistakes.

22. Reading a Poem Aloud

If you went to the jungles of the East, do you think you would be able to recognize the lion? Could you tell the man-eating Bengal tiger or the leopard? Could you tell the hyena from the crocodile? Perhaps the hardest animal to recognize would be the chameleon, for this little lizard can make itself invisible.

As the teacher reads the following poem to you, notice how it helps you to tell the wild animals:

HOW TO TELL THE WILD ANIMALS

If ever you should go by chance
To jungles in the East;
And if there should to you advance
A large and tawny beast,
If he roars at you as you're dyin'
You'll know it is the Asian Lion.

Or if some time when roaming round,
A noble wild beast greets you,
With black stripes on a yellow ground,
Just notice if he eats you.
This simple rule may help you learn
The Bengal Tiger to discern.

If strolling forth, a beast you view,
Whose hide with spots is peppered,
As soon as he has leapt on you,
You'll know it is the Leopard.
'Twill do no good to roar with pain,
He'll only lep and lep again.

If when you're walking round your yard,
You meet a creature there,
Who hugs you very, very hard,
Be sure it is the Bear.
If you have any doubt, I guess
He'll give you just one more caress.

Though to distinguish beasts of prey
A novice might nonplus,
The Crocodiles you always may
Tell from Hyenas thus:
Hyenas come with merry smiles;
But if they weep, they're Crocodiles.

The true Chameleon is small,
A lizard sort of thing;
He hasn't any ears at all,
And not a single wing.

If there is nothing on the tree,
'Tis the Chameleon you see.

CAROLYN WELLS

Word Study

Class Conversation. Find each of the following words in the poem and talk its meaning over with your classmates. Try to give other words of the same meaning.

advance	peppered	caress	weep
tawny	lept (leapt)	distinguish	novice
discern	creature	prey	nonplus

Speaking. In a sentence or two tell what each of the six stanzas of the poem says.

Reading. Let a team of six pupils standing in a row at the front of the room read the poem to the class, each pupil reading one stanza. If you are on the team, practice reading your stanza before the team recites. If the class is large enough, other teams will show how well they can read after practice. In some schools the class consists of only one or two pupils. Each pupil in such a small class has a chance to read the entire poem aloud.

23. Learning about Sentences

Exercise. As the teacher reads each of the following pairs of sentences, repeat the two sentences, making a clear-cut pause between them. Tell the word with

which the first sentence ends, as well as the word that begins the second sentence.

1. I wish I had a zebra. It would be fun riding him.

2. I should not want an elephant. I think he would eat too much.

3. What would the boys say if I had an elephant? Everybody would beg me for a ride.

4. What do you see on that tree? Is it a chameleon?

5. Once upon a time a boy had a tiger. He kept him in a cage.

6. Once upon a time a tiger caught a boy. He put him in his stomach.

7. Tigers are treacherous animals. They will eat human beings.

8. Is a lion more dangerous than a tiger? Is he a braver fighter?

9. Polar bears are creamy white. It is hard to see them against the snow.

10. Where do hunters find polar bears? Where do they live?

11. The whale is the largest animal in the world. It is as large as a small house.

12. Zebras can run faster than horses. No rider can catch up with them.

13. The hunters went to Africa. They saw some zebras, but only far off.

14. When shall you go to Africa? Shall you hunt big game there?

15. I think I shall stay in America. I like it here.

16. Here everybody seems friendly. Here there are no lions and tigers.

17. When I looked, I saw a big bear at the window. He was looking at me.

18. When I saw him, I screamed. My mother heard me.

19. When my father came home, I told him. He was astonished.

20. When I told my friends, they thought I was joking. They laughed.

21. Bears are not unfriendly. They do not often hurt a human being.

22. Isn't the grizzly bear huge? The polar bear is still larger.

23. I never saw a reindeer, a giraffe, a polar bear, a zebra, or a chameleon. Did you?

24. I have seen a reindeer and a giraffe. I never saw a chameleon.

25. Sometimes I go to see the animals in the zoo. Sometimes I go to the circus.

Writing from Dictation. 1. When the teacher now reads one of the pairs of sentences to you again, silently repeat the sentences, making a pause between them. Then write the two sentences. When you have finished writing them the teacher will tell you the number of the pair that you have written. Open the book and compare with the two sentences in the book those you have written. Look for the following things:

1. The capital letter beginning each sentence
2. The period or question mark ending each sentence
3. The spelling of the words

2. Now the teacher will read another pair of sentences. Silently repeat, write, and then correct this pair as you did the first. In this way, one pair of sentences at a time, the work will go on as long as you need it.

24. Talking about the Circus

S
T
U
D
Y

Read the following questions to yourself and silently answer each one:

1. What are some of the things you remember about going to the circus?
2. Who took you, or did you go with other boys and girls?
3. How large was the tent — as large as the schoolhouse?
4. How much did your ticket cost? Where did you buy it?
5. What animals did you see in cages?
6. Do you know what a juggler is? Did you see a juggler? What did he do?
7. What did the clown do?
8. Did you see any horseback riders? What tricks did they do?
9. Did you see any ropewalkers or any tumblers?
10. Of all the interesting things that you saw, about which one will you talk?

Speaking. In a clear voice tell your story. It must be not about the whole circus but only about one thing — the one thing that interested you most.



In another school a boy said :

The Italian juggler at the circus did a daring trick. He threw five shiny knives in the air, one after another. The air seemed to be full of shiny knives. He caught them gracefully as they came down one by one. The people clapped and clapped. He stepped to the front, smiling and bowing to the right and left.

A girl said :

I liked the beautiful horseback rider best of all. She came galloping in on her white horse. The horse trotted around and around in the circus ring, and she stood on his broad back waving to the people.

P
R
A
C
T
I
C
E

When you have told your story, your classmates will tell you what they liked best, and why. Then they will tell what you might do better. In all this the following questions will help :

1. Did you begin with an interesting sentence? If not, what would be an interesting sentence for your story?

2. Did you talk about one thing only? If not, what parts of your story should be left out?

3. Did you make a clear-cut pause at the end of each sentence?

Tell your story again, but tell it better. Do what your classmates have told you would improve your story-telling.

25. Learning More about How to Write Your Stories

You now know something about how to write your stories, but you need to learn still more about it. This lesson will help you to be ready to make the little book that the class will begin in a few days.

**S
T
U
D
Y** Silently prepare to copy the story of the Italian juggler correctly:

1. Do you see the margin around the story? A margin makes a story look better.

2. Do you see that the first line of the story begins a little to the right of the other lines?

3. What words in the first sentence are written with capital letters? Do not forget them when you copy.

4. What mark follows the first sentence?

5. Can you spell *juggler*? It has two *g*'s. Can you spell each of the following words?

Italian	another	threw	air
clapped	daring	shiny	bowed
circus	caught	knives	trick

Copying. Copy the story about the Italian juggler. First, copy the first sentence. Then compare it with the one in the book. Next, copy the second and compare. Then write and compare the third. Correct the mistakes you find.

° If you need more practice in copying, copy the story about the horseback rider.

° If, however, you need no further practice in copying, try instead to write on the board the circus story you told the class several days ago. When you have finished, read it over for mistakes. Perhaps the teacher will help you. Draw a frame around what you have written. Make the frame so big that your story will have a wide margin on every side.

26. The Circus Parade

Have you ever seen a circus parade? If you have, you know how exciting it is. It would be fun to be in one. Let us play that every pupil is taking part. Some are riding beautiful horses. Some are on elephants. Some are on camels. Some are in red and gold wagons that are drawn by white horses with jingling harness. Some — but let each pupil himself tell what he is doing in the parade.

S
T
U
D
Y

1. What do you wish to be in the circus parade?

Perhaps this list will help you decide :

a. Animal trainer in the lion cage

b. Clown in the little cart drawn by a donkey

- c. Keeper of the elephant, walking at the elephant's side
- d. Member of the circus band, playing a drum, fife, or some other instrument
- e. Driver of four white horses that draw a wagon, all white and gold
- f. Snake charmer
- g. Horseback rider

2. How will you be dressed? Close your eyes and see yourself dressed for the parade.

3. What will you hold in your hand?

4. Will you say anything? Will you talk to your horse or to a wild animal?

5. Which one of the following talks, by pupils in another school, do you like best?

I am riding a snow-white horse. I am dressed like a princess, and I wear a silver crown. I smile at the people as I pass proudly by.

I am sitting in a tiny wagon. It is drawn by a funny little donkey. When I hit the donkey with my toy whip, his heels drum against the dashboard of my wagon. A boy points at me and calls out, "See the clown!"

I am high up on a huge elephant. Oh, how broad his back is! His wide ears are near my feet. Now and then he lifts the tip of his trunk up to me in a friendly way. I pat it and say, "Good old boy!"

Speaking. Tell the class what you are and what you are doing in the circus parade. When you speak think of yourself as if you really were in the parade. Talk as if you could see all the people looking on, and as if you could hear the circus band playing while the parade moves through the streets. You will have to speak in a clear voice and distinctly to be heard by all.

P
R
A
C
T
I
C
E

As usual, your classmates will talk about your story. First they will point out the good things; then in a friendly way they will tell you what you must do to become a better speaker. These are some of the questions that will be answered as the class talks:

1. What was the most interesting thing you said?
2. Did you speak clearly and distinctly? If not, why not?
3. Did you make a clear-cut pause at the end of each sentence?
4. Did you use any poor English?
5. How could your story be improved?



THE CIRCUS PARADE

What do you think you should do to overcome your faults? Before you speak again, think about the things your classmates have told you. Think about what you must do to speak better.

° *Parade*

After each one has spoken, the whole class may march around the room and up and down the aisles. Each pupil will try to show what he is in the circus parade. Riders will hold their prancing horses tightly to keep them from running away. Clowns will make faces. Drummers will drum. Everyone will do something. Now and then the entire class will say the following words. They are taken from a poem by Riley.¹ The poet says:

Oh! the Circus-Day Parade! How
the bugles played and played!
And how the glossy horses tossed their
flossy manes and neighed,
As the rattle and the rime of the tenor-
drummer's time
Filled all the hungry hearts of us with
melody sublime!

¹ From "Rhymes of Childhood." Copyright, 1890-1918. Used by special permission of the publishers, The Bobbs-Merrill Company.

27. Test: Spelling Troublesome Words

You have been going to school several years. During that time you have learned the spelling of a number of troublesome words. Some of these are given in the following sentences. Can you spell them correctly? The test will show.

Test. As the teacher reads these sentences aloud, write them:

1. *Where* is *our* sour apple tree, *here* or *there*?
2. What *are* you planning *to wear* tomorrow?
3. *An* egg, *an* apple, *and* *a* bun *are* all I ate.
4. *Two* or more than *two* of *their* chickens *are* in *our* yard.
5. *Their* dog is over *here*, *too*.
6. I *hear* *their* dog barking.
7. The boys *won* two games and lost *one*.

Correction. Compare your sentences with those above and look sharply to see whether you have spelled the words in italics correctly. Ask a classmate to help you find mistakes.

If you have made mistakes, study one or more of the lessons on pages 490–493, as the teacher directs.

28. Project: Making Christmas Cards

Have you seen the pretty Christmas cards now for sale in the stores? Could you make Christmas cards of your own to send to your classmates? Where can you get cardboard — white or red or some other color?

As you prepare to make your card, silently read the following questions and directions:

1. Look at the cards in the stores. See how large they are.
2. What is drawn or painted on them? Choose something you think you can draw or paint.
3. What do you see printed on the cards? Choose the words you like best.
4. To whom will you send your card? Do not tell anyone this, for it is to be a surprise. Each pupil will write the name of a classmate on the back of the card he makes.
5. Below are several of the good wishes that can be printed or written on Christmas cards. Which one will you take?

Merry Christmas

A MERRY CHRISTMAS TO YOU

A Merry Christmas and a Happy New Year

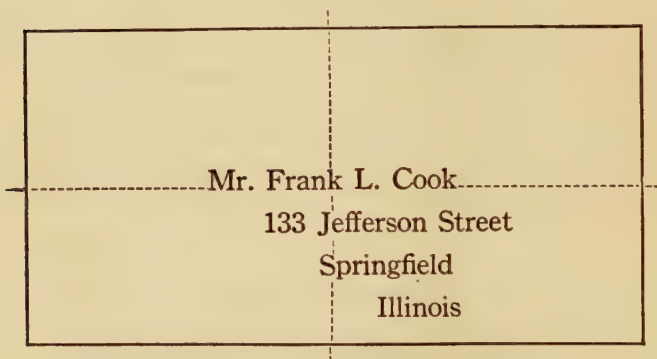
Wishing You Every Good Thing

Greetings for Christmas and the New Year

Exercise. 1. Now make your Christmas card. When it is done write your name in the lower right-hand corner. Write on the back of the card the name of the person to whom you wish to send it.

° 2. If you wish to do so and have time enough, make more than one card; then you can send to more than one friend. If you wish to send to someone outside the school, turn to the following section in this book. There you will learn how to write the address on the envelope.

29. Writing Addresses



S
T
U
D
Y

Silently follow the directions and answer the questions below:

1. Cut several pieces of paper the size and shape of an ordinary envelope.

2. Notice where the dotted lines are drawn across the envelope above. The one going from left to right divides the envelope into two equal parts. It is drawn there to show you that the name of the person is written on this middle line. Write the name so on your paper, but first read what follows.

3. Where to begin to write the name of the person is the question. Write it so that the margin at the left of it is about the same as the margin to the right of it. This depends upon the length of the name. Now write the name correctly on your paper.

4. Notice that the street address begins not directly under the beginning of the person's name, but a little to the right. Write it so on your paper.

5. Notice that the name of the city begins not directly under the beginning of the street address, but a little to the right. Write it so.

6. Notice where under the name of the city the name of the state begins.

7. Look at the address you have written. Does it look as well as the one on page 68? What must you do better the next time? Notice where capital letters are used in the address on page 68. Have you written capital letters where they belong in your address?

Copying. For practice copy the address on one or two more sheets of paper, comparing each with that in the book to make sure you are doing everything correctly.

Writing. On other sheets of paper cut the size and shape of an envelope, write

1. The name and address of your father or mother.

2. The name and address of an uncle, an aunt, or another relative.

° If you cannot yet write addresses correctly and neatly, cut out several more pieces of paper and do the above work over with the help of a classmate.

° If you can easily address an envelope correctly and neatly, help a pupil who cannot yet do this well. If there is time, make one or more Christmas cards to send to relatives. Write the address where it belongs. If the card is to go by mail you must put a two-cent stamp on it.

Abbreviations and Initials

Review. If you do not remember how to write names and such titles as *Mr.*, *Mrs.*, and *Miss*, study the following before addressing your Christmas cards.

1. Mr. Henry L. Holder
2. Mrs. Henry L. Holder
3. Miss Mary Carlton
4. Dr. W. F. Cutting
5. Capt. John F. Gates

30. Using *isn't* and *aren't* Correctly

Did you ever hear anyone say *ain't*? Did you ever say *ain't* yourself? Of course you know that *ain't* is bad English. There is no such word as *ain't*. The correct English for it is *am not*, *are not* (*aren't*), or *is not* (*isn't*).

Drill in Correct Usage. 1. As you read the following sentences aloud, fill each blank with the proper one of these correct words or groups of words:

1. am not (for *I am not* you may say *I'm not*)
2. aren't (are not)
3. isn't (is not)

1. He ¹ going, and she ² going either.
2. We ³ going, and you ⁴ going either.
3. I ⁵ reading, and he ⁶ reading either.
4. You ⁷ studying, and I ⁸ studying either.
5. It ⁹ too late, and the train ¹⁰ late.
6. ¹¹ you older than I am? I ¹² eight.
7. ¹³ he your brother? You ¹⁴ joking?
8. ¹⁵ this the right road? We ¹⁶ lost.
9. ¹⁷ she jolly? ¹⁸ they friendly?
10. I ¹⁹ sleepy. I ²⁰ tired.
11. ²¹ you ready? ²² we late?
12. ²³ he mistaken? You ²⁴ as old as he.
13. ²⁵ she joking? I ²⁶ sure.
14. It ²⁷ far from here. This ²⁸ the place.
I ²⁹ sure.
15. ³⁰ you going with me?

2. When you can easily fill the blanks correctly, increase your speed, still reading distinctly and without making mistakes. At last, perhaps the teacher will time you.

31. Playing a Telephone Game

In a certain school the pupils like to play telephoning. They have even made a small telephone book. In it are the names of all the pupils in the class, with

make-believe telephone numbers. See how they play the game of telephoning invitations.

Pauline makes believe she is to have a birthday party at her house. She wants to invite some of her friends. In the telephone book she looks for Luella's number. It is Black 2332. She lifts the make-believe receiver to her ear and waits for Operator to answer. A classmate is Operator.

OPERATOR. Number, please.

PAULINE. Black 23 -- [*She has forgotten the number.*] Excuse me please, I have forgotten the number. [*She hangs up the receiver and finds the number again. Now she lifts the receiver and waits for OPERATOR.*]

OPERATOR. Number, please.

PAULINE. Black 2332 (two, three — three, two).

OPERATOR. Black 2332?

PAULINE. Yes, please.

LUELLA [*in her house hears the telephone ring and takes up the receiver*]. This is Black 2332.

PAULINE [*recognizing Luella's voice*]. Oh, Luella, hello.

LUELLA. Hello, Pauline.

PAULINE. I should like to have you come to my house tomorrow afternoon at half past two, Luella. I'm giving a birthday party. I am asking a number of boys and girls, and I do want you to be here. Can you come?

LUELLA. Oh, I should like to, Pauline, and I think I may. I must first ask Mother. Will you wait just a minute?

PAULINE. Yes. Oh, I do hope she'll say Yes.

LUELLA [*after half a minute*]. Are you still there, Pauline?

PAULINE. Yes, here I am.

LUELLA. I'm sorry to have kept you waiting. Mother says Yes. When did you say the party would begin? Where do you live? You know I have never been at your house.

PAULINE. At half past two tomorrow afternoon, Luella. I am so glad you can come. Oh, excuse me for forgetting to give you the address. It is 54 Bayview Street. Good-by.

LUELLA. Good-by, Pauline. Thank you for asking me.

S
T
U
D
Y

1. Did you notice how polite those two girls were over the telephone? What polite things did each one say?

2. What did Operator answer when Pauline gave Luella's number? Perhaps Pauline did not speak as distinctly as she ought.

3. What did Luella say first of all when she answered the telephone? Why is this better than saying *Yes?* or *What is it?*

4. What did Pauline say when she invited her friend to the party?

5. Can you think of another polite way of asking a friend to come to your party? Can you quietly say it to yourself?

6. Did either of the girls need to ask the other to say anything twice? Does that show that they both spoke loud and distinctly?

Game. One pair of pupils after another may play the game. Invitations may be given for other things than birthday parties, as:

To go skating	To go to an entertainment
To go coasting	To go to a museum

32. Writing and Answering Invitations

The game of giving and answering invitations which you have just been playing over the telephone can be played also with the help of the class post office. The invitations and the answers are written just like letters. Before you begin the game let us make sure that you know enough about letter writing. Notice the invitations and replies below:

I

54 Bayview Street
Seattle, Washington
January 3, 1930

Dear Luella:

Mother says I may have a party next Saturday afternoon at half past two o'clock. I do want you to come. I am asking a number of boys and girls you know.

Your friend,
Pauline Armstrong

II

782 Oregon Road
Seattle, Washington
January 4, 1930

Dear Pauline :

It is very kind of you to ask me to your birthday party next Saturday afternoon. I am very glad that I may go. I know that we shall have a jolly time.

Your friend,
Luella Weldon

III

782 Oregon Road
Seattle, Washington
January 4, 1930

Dear Pauline :

I cannot tell you how sorry I am. Father, Mother, and I are to visit Uncle William in Portland next Saturday. You see that I shall be unable to accept your kind invitation.

Your friend,
Luella Weldon

Read to yourself and answer silently the following questions as you sit at your desk and prepare for the letter-writing game:

1. Do you see that Pauline has given her address in the letter on page 74? Why is this important in a letter?

2. Do you see that the address begins at about the middle of the paper, measuring from left to right?

3. What is given in the first line? What is given in the second line? What is given under the two lines that make the address?

4. Do you know that those three lines in a letter, giving the address and the date, are called the *heading* of the letter? Do you see that the second line of the heading begins not exactly under the first but a little to the right? Do you see where the third line of the heading begins under the second line? Which words begin with capital letters?

5. Is the heading of Luella's letter written in the same way as that in Pauline's?

6. What is the greeting in each of the three letters, and what mark follows it?

7. Is the first line of the main part of each letter indented?

8. In the third letter do you see where the two parts of the ending are placed? Do you see the little mark (,), a comma, after the first part? Is the ending written the same in the other two letters?

9. What polite words or sentences can you find in the three letters?

10. Do you like the wide margin around each letter?

Copying. To make sure that you are ready for the game, in which only correct and neat letters must be written, copy the first of the three letters above. Some of the pupils may copy on the board. These may first draw an oblong like this in which to copy, leaving a wide margin.



Correction. 1. Read the copies written on the board. Compare each with the letter in the book and correct all mistakes, using the questions in the **STUDY** on page 76.

2. Compare your copy with the letter in the book.

3. Sometimes mistakes are not noticed by the writer of a letter. Ask one or two of your classmates to look over your letter with you to find mistakes.

Game. The pupils who have done the best copying may be in charge of the schoolroom post office, receiving and delivering letters. Everybody will write a letter inviting a classmate to a party, or to some other interesting happening. These invitations will be mailed in the class post office. If the postmaster and the helpers find that they are well written they will be delivered. When the pupils receive invitations they will write polite answers, and these will be delivered through the post office if they are neat and correctly written. Perhaps some pupils will have time to send and answer more than one invitation.

Before the game begins, shall everyone's name be written on a slip of paper and placed in a box or basket, in order that each pupil may draw out the name of the classmate to whom to write?

33. Reading a Poem Aloud

As the teacher reads this amusing poem to you, notice which part of the elephant each blind man felt. Notice what each said. Notice the comical mistakes each made.

THE BLIND MEN AND THE ELEPHANT

It was six men of Indostan,
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The *First* approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The *Second*, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The *Third* approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:

"I see," quoth he, "the Elephant
Is very like a snake!"

The *Fourth* reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like,
Is mighty plain," quoth he;
"'Tis clear enough the Elephant
Is very like a tree!"

The *Fifth*, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The *Sixth* no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

JOHN GODFREY SAXE

Speaking. 1. Read the first stanza of the poem. If you have forgotten what the word *stanza* means, notice that the poem has eight parts, each having six lines. Each of these eight parts is called a stanza. After you have read the first stanza aloud, close the book, and in a sentence or two tell the meaning of that stanza. The meaning of the first stanza might be given in the following two sentences:

Six learned men of Indostan, all of them blind,
went to examine an elephant. Each wanted to
find out for himself what this kind of animal
is like.

P
R
A
C
T
I
C
E

The class will answer these questions for you:

1. Did you read loud enough and distinctly? Did you speak so as to be easily understood?

2. Did you bring out the meaning of the stanza in your reading?

3. Did you give the meaning in clear-cut sentences?

4. Did you make a pause between sentences, or did you string the sentences together with *and*, *and so*, *and then*, or other words like these?

5. Did you use correctly some of the words in the stanza that are new to you?

Now try again. This time read and speak better.

In the same way other pupils will try to improve in reading the stanza and in telling its meaning.

2. In the same way read the second stanza and give its meaning in one, two, or three clear sentences. Listen to the remarks of the class about your reading and speaking; think these over, then try again. This time read and speak better.

3. In this way read and give the meaning of each of the other stanzas of the poem. It is by trying again and again that you improve your speaking.

Playing the Story. 1. Six pupils may play that they are the six blind men of the poem. Let them come forward and stand near the huge elephant that has been drawn on the front board by a pupil who can draw well. Each blind man feels his way to the huge beast, and touches some part of him. If you are the first blind man you will touch his "broad and sturdy side." You will have to open one of your eyes just a little bit to make sure that you are touching what you want to touch. Then you "bawl" — what? What does the first blind man bawl? Each of the other blind men will feel the beast and tell what he thinks it is like.

2. A second group of six pupils may now play the story. Perhaps they will play it a little differently — possibly like this :

FIRST BLIND MAN [*feeling the broad and sturdy side of the elephant*]. Oh! this is the broadest animal I ever felt. It is just like a wall. I push it, and it does not move. It is sturdy, like a wall.

SECOND BLIND MAN [*feeling the tusk*]. A wall! Nonsense. You say this round, smooth, sharp thing is like a wall? That is nonsense. It is like a spear.

THIRD BLIND MAN [*feeling the squirming trunk*]. You are both wrong. A wall does not squirm about. A spear does not squirm about. You are both wrong. The elephant is like a snake.

And so on. Remember that the six men "disputed loud and long"; that is, they argued with each other. Let this be shown in the play. Your arguing must be good-natured, of course, so that the fun will not be spoiled.

3. Other groups of pupils may play. Indeed the same group may play more than once. Only by doing a thing more than once can you learn to do it better. That is why pupils in small classes, as in many country schools, are lucky. In such classes it may be that each pupil will have to play ~~the~~ the part of more than one of the six wise men.

Reading. Let a team of six readers go to the front of the room and read the poem, each pupil reading one stanza. Then other teams may read. Teams may practice before reading. A team may read more than once. The class will say which team brings out the fun of the poem best in the reading.

°**Memorizing.** Those pupils who wish may memorize the poem and recite it to the class. If they recite very well, they may be asked to recite it before the whole school.

34. One and More than One

Some words mean only one person, place, or thing. When you say *pencil*, you mean *one* pencil, not more than one. If you want to say more than one pencil, you use the word *pencils*. So you see that some words mean more than one person, place, or thing. The words in the left column below mean one. Those in the right column mean more than one.

ONE PERSON, PLACE, OR
THING

1. boy
2. corner
3. station
4. book
5. needle
6. janitor

MORE THAN ONE PERSON,
PLACE, OR THING

1. boys
2. corners
3. stations
4. books
5. needles
6. janitors

Do you see that a word meaning *one* is changed to mean *more than one* by adding *s*? *Baker, bakers; park, parks; hat, hats.*

Exercise. 1. Each of the following words means *one* person, place, or thing. Change it to mean more than one.

- | | | | | |
|---------|----------|----------|------------|-------------|
| 1. car | 4. plate | 7. cook | 10. doctor | 13. soldier |
| 2. camp | 5. farm | 8. shop | 11. office | 14. kitchen |
| 3. gun | 6. shoe | 9. horse | 12. farmer | 15. sparrow |

2. Each of the following words means more than one person, place, or thing. Change it to mean only one.

- | | | | | |
|------------|-----------|-----------|--------------|-----------|
| 1. dancers | 4. stores | 7. wheels | 10. crackers | 13. pigs |
| 2. buttons | 5. apples | 8. forks | 11. singers | 14. cows |
| 3. hunters | 6. rivers | 9. songs | 12. sailors | 15. dolls |

3. Give a sentence containing the first of the following words, but before you do so change that word to mean more than one. Then do the same with each of the other words.

- | | | | | |
|--------|------------|----------|----------|---------|
| 1. pin | 4. friend | 7. clock | 10. rose | 13. ear |
| 2. eye | 5. servant | 8. hand | 11. bird | 14. dog |
| 3. cap | 6. pocket | 9. uncle | 12. tree | 15. cat |

4. Ask a classmate a question containing one of those words but first change it to mean more than one. When the classmate answers the question, he will use the same word.

Most words that mean one are changed to mean more than one by adding s.

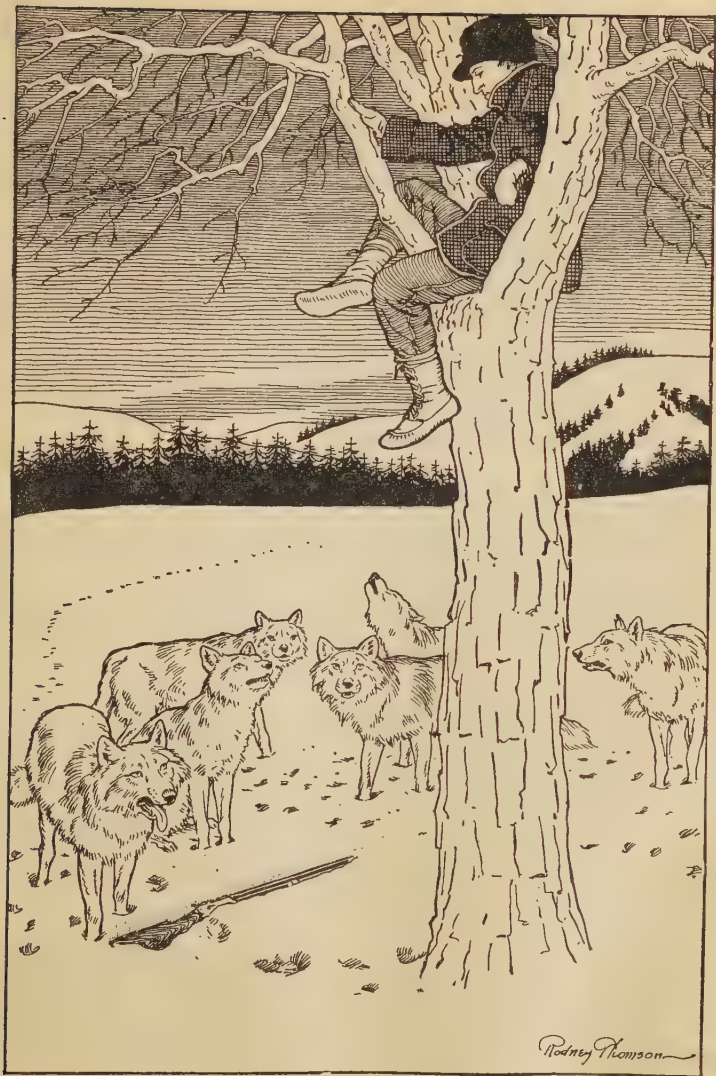
35. Telling the Story of a Picture

What is happening in the picture on the opposite page? Study the scene and find out the story in it.

S
T
U
D
Y

The following questions will help you find that story. Silently read and try to answer each one.

1. How does the hunter happen to be in the tree?
2. Why is his rifle on the ground?



3. What kind of animals are those?
4. Is he far from the nearest village? How can you tell that?
5. Would it do any good if he should call for help?
6. How long can he stay in the tree before he becomes too tired, too cold, too hungry, or too thirsty to stay any longer?
7. What would happen then?
8. What would you do if you were in his place?
9. How will the story end? Will the man fall off the tree and be eaten by the wolves?

Read the questions once more and quietly say the answers to yourself.

Let us divide the story into three parts.

1. The first part will tell how the hunter happens to be in the tree with his rifle on the ground.
2. The second part will tell what he is thinking about as he sits in the tree and looks down at the pack of wolves.
3. The third part will tell how the story ends.

Speaking. 1. A pupil may tell the beginning of the story. If the class thinks this might be told better, other pupils may try to tell a better beginning. Do not tell more than the beginning. That stops when the man reaches a safe branch in the tree.

2. Now the middle of the story may be told. Each pupil may tell what plans the man makes as he sits on that tree branch. But he sees that each of his plans will not help him.

It seems useless to call for help.

It seems useless to hope that anybody will pass through there.

It seems foolish to try to get his rifle.

What can he do? This part of the story tells about the plans the man makes as he sits in the tree.

3. The story may end in several ways. Each pupil may tell how he thinks it will end. The class will say which ending is the best.

Writing. Let the entire class work together to write a story about the picture. As the pupils give the sentences the teacher will write these on the board.

1. First, the first part of the story. Think of an interesting beginning sentence. Several pupils will give beginning sentences. The class will decide which one is the best for their story. This the teacher will write on the board. What will you say after that?

2. Now the second part of the story; then the last or third part. These are both to be done in the same way as the first part. The teacher will write each best sentence on the board or perhaps ask pupils to do so.

Choosing a Name or Title for the Picture

Class Conversation. What name will you give the picture? Does this also fit the story the class has made? A name or title should be short. It should not tell too much, but it should tell enough. As different pupils give names or titles, the class will talk

these over and choose the best. A pupil may write this one on the board. The first word and every important word in the title must begin with a capital letter.

36. Using *was* and *were* Correctly

In the following sentences *was* and *were* are used correctly :

- | | |
|--|--|
| 1. I <i>was</i> at home. | 5. We <i>were</i> at home. |
| 2. He <i>was</i> down town. | 6. They <i>were</i> down town. |
| 3. She <i>was</i> in school. | 7. They (the horses) <i>were</i>
in the barn. |
| 4. It (the cow) <i>was</i> in the
barn. | 8. You <i>were</i> in school. |

S
T
U
D
Y

1. In sentence 1 above only one person is spoken of — *I*. Is *was* used in sentence 1?

2. In sentence 5 several persons are spoken of — *we*. Is *was* used in sentence 5?

3. When one person is spoken of, *was* is used. See sentence 2. See sentence 3.

4. When more than one person is spoken of, *were* is used. See sentence 5. See sentence 6.

5. When one thing is spoken of, *was* is used. See sentence 4.

6. When more than one thing is spoken of, *were* is used. See sentence 7.

7. But with *you* the word *were* is used. See sentence 8.

8. Do you understand the following jingle?

When one you speak of, then use *was*.
 Do not use *was* with two,
 For *were*'s the word for two or more,
 And *were*'s the word for *you*.

Test. 1. On a sheet of paper write the correct word, *was* or *were*, for each blank in the following sentences. With each word write the number of the blank to which it belongs. Correct your list in the usual way.

1. Where ¹___ you yesterday when I ²___ at your house?
2. I ³___ there an hour, and you ⁴___ somewhere else.
3. ⁵___ you on the street, or ⁶___ you on the playground, or where ⁷___ you?
4. He ⁸___ at home. She ⁹___ at home. You ¹⁰___ not at home.
5. It ¹¹___ a dog that I saw when we ¹²___ at the grocery.
6. Where ¹³___ your friends? ¹⁴___ they at the theater? We ¹⁵___ there.
7. When ¹⁶___ you in town? I ¹⁷___ there yesterday, and so ¹⁸___ our friends.

8. You ¹⁹ ___ in the bank when we ²⁰ ___ there.
9. I ²¹ ___ reading while the boys ²² ___ playing.
10. ²³ ___ you playing with them? What ²⁴ ___ you studying? I know you ²⁵ ___ at home.
11. What ²⁶ ___ it that you ²⁷ ___ trying to find?
12. We ²⁸ ___ willing to help you. I ²⁹ ___ willing, and the other girls ³⁰ ___ willing.
13. Why ³¹ ___ you not in the game? We ³² ___ all in it but you. Those boys ³³ ___ in it.
14. ³⁴ ___ the visitors on time? You ³⁵ ___, but ³⁶ ___ they?
15. He ³⁷ ___ friendly, but the others ³⁸ ___ not.

Drill in Correct Usage. If the test shows that you need drill in the correct use of *was* and *were*, practice reading those sentences aloud until you can read them correctly in quick time. When you can do this, it will mean that the right words come to your lips the moment you need them.

° **Review.** Correct usage exercises are given on pages 12, 29, 37, and 43. Review one or more of those tests and drills, as the teacher directs.

37. Breaking Yourself of the "and" Habit

Many speakers use too many *and*'s. The following paragraphs show this bad habit:

1. There was once a young shepherd boy *and* he tended his sheep at the foot of a mountain *and* in the dark forest near-by there were wolves.

2. One day he thought of a plan to have some fun *and* he called as loud as he could, "Wolf! Wolf!" The people of the village came to help him *and* they saw that they had been fooled *and* they went away angry.

3. Sometime after this a wolf really did come out of the forest *and* the boy was badly frightened *and* he called "Wolf! Wolf!" with all his might *and* the villagers heard his cry *and* they thought the boy was planning to make fun of them again *and* they smiled *and* they said, "He won't fool us this time."

4. The wolf jumped into the flock of sheep *and* he ate several of them *and* the frightened boy ran to the village *and* the villagers laughed at him *and* they told him, "A liar will not be believed even when he tells the truth."

ÆSOP

S
T
U
D
Y

1. Silently read the fable above just as it stands. Do you like all those *and*'s?

2. Read the first paragraph of the fable again, omitting each *and*. Where there is an *and*, bring the sentence to a close. Drop the voice there and make a short pause. The paragraph will be like this (the periods are made very heavy, so that you will surely make a pause there):

There was once a young shepherd boy. He tended his sheep at the foot of a mountain. In the dark forest near-by there were wolves.

3. Read to yourself the second paragraph, omitting all the *and*'s; the third paragraph; the fourth.

Speaking. 1. A team of four pupils may now go to the front of the room and tell the fable. Each pupil will tell one paragraph, no more. Each pupil will tell his paragraph without an *and* that is not needed. The class will listen for unnecessary *and*'s and will stop the speaker who uses one.

2. Other teams of four pupils may try to tell the story without an *and* that is not needed.

38. Writing Letters

Is the class post office open for business? Who is to be the postmaster? Who are to be the letter carriers? Where is the mail box?

Writing. Write a short letter to a classmate. Write about anything you please. If you wish, invite him to a make-believe party, or offer to sell him a puppy, or simply ask him how old he is. If you want an answer to your letter, you must write something that calls for an answer, like a question. Perhaps you can think of an amusing question that will make him laugh when he reads it. For the heading write your home address and for the date, the day on which you write.

Correction. Before you drop your letter into the class mail box read it carefully for mistakes. These should be corrected, because the postmaster will not let the mail carriers deliver letters with mistakes in them. Such letters go back to the sender.

When your letter has been dropped into the class mail box, the postmaster and his helpers will look it over for mistakes. They will use the same questions that you used for that purpose. These are given below. If the mistakes are few, you will be called in by the postmaster to correct them. If they are many, you will be asked to rewrite your letter.

When all the letters are ready for delivery the carriers will take them to the pupils to whom they are written. These names are on the outside of the folded letters.

Read the letter you receive. Does it call for an answer? Write that answer. Drop it into the mail box.

Let the game go on as long as there is time for it.

QUESTIONS FOR CORRECTING LETTERS

1. Is there a wide margin around the letter?
2. Is the handwriting neat?
3. Is the heading correctly placed and written?
4. Is the greeting followed by a colon?
5. Is the first line of the body of the letter indented?
6. Is the ending correctly written?
7. Are there any mistakes in spelling?
8. Have capital letters been used where they are needed?

39. Spelling Troublesome Words

Poor spelling spoils the looks of a letter even though that letter is correct in every other respect. Such a letter is like a neatly dressed boy or girl whose face

is not clean. Such a letter makes a bad impression. What must we do to make our letters always correct in spelling? We can do two things:

1. We must never let a letter leave our hands until we have made sure that every word in it is spelled correctly. We can make sure by asking someone who knows or by looking up the word in the dictionary if we know how to use the dictionary.

2. We must learn to spell a few hard words every week. There are not many. By and by we shall know all of those that we are likely to use very often in our writing. The words given for study in this lesson are the kind that give trouble to young letter writers.

1. The brave knight knows how to cut the *knot* with his *knife*.

2. Half the *calf* comes to more than eight pounds by exact *weight*.

3. The pair of gloves lay on the *chair* near the *stair*.

4. On the road is a *load* of meat to *eat*.

5. The axle was so weak that you could hear it *creak* and *squeak*.

6. If the war will *cease*, we shall have peace.

7. *Can Fan* be taller than *Nan* or *Dan*?

8. *Doff* your cap means take off your cap.

9. Keep off the grass. Keep on the walk.

10. *Pour* tea for four, but cut meat for three to *eat*.

11. Is it *true* that *Sue's* eyes are blue?

12. With the eyes in his *head* the boy read the name on the *bread*.

As you silently read the twelve sentences given on page 94, refer to the explanations below. That is, read sentence 1 on page 94; then read explanation 1 below, and so on.

1. The *k* in *knight* and in *knows* is not sounded but it must be written, for it is part of each word. In that, these two words are like *knot*, *knife*, *knee*, and *knock*.

2. The last three letters in *half* and *calf* are the same. If you place *w* before *eight* you have *weight*.

3. The word *pair* means two that go together, as, a *pair* of shoes.

4. Notice that *road* and *load* are spelled alike except for their first letter and that *m* placed before *eat* makes *meat*.

5. Other words spelled somewhat like *weak* (meaning not strong) are *creak* and *squeak*. These others are given so that you will think of them when you are writing *weak*. Then it will be easier for you to remember that *weak* is spelled *w e a k*.

6. *Peace* means that war is over. The war has *ceased*. Both *peace* and *ceased* are spelled with *ea*.

7. Pronounce *than* to rime with *can* or *Dan*. That will make it easy to spell it correctly.

8-12. In the same way study the troublesome words in the remaining sentences. In each sentence the words in italics are given to help you remember those that are underlined.

Writing. Write sentences of your own containing the troublesome words you have been studying. As many pupils as possible may write on the board.

Correction. The class will correct the sentences on the board. Then with a classmate read your own sentences over and look for mistakes in the spelling.

40. Learning to Use the Dictionary

The dictionary tells us the spelling of words, their pronunciation, and their meaning. Let us learn how to use such a valuable book.

As you know, the words in the dictionary are given in the order of the letters in the alphabet. That is, a word like *able* is given under *a* and near the beginning of the book, but a word like *zebra* is given under *z* and near the end of the book ; while words like *man* and *nose* are under *m* and *n* and near the middle of the book.

Exercise. 1. In your dictionary turn to the first page on which words that begin with the letter *a* are given ; then to the first page on which words that begin with *b* are given ; then to the first page of each of the other letters of the alphabet.

2. Tell under what letter you would look for each of the following words :

able	four	read	jolly	half
blue	know	zebra	peace	yes
into	vast	eight	bead	tell
cat	meat	water	need	question
dog	load	game	upon	office

3. Look for the word *able* in the dictionary. Look for the word *apple*. Both are given under *a* because

both begin with *a*, but which is given first, *able* or *apple*? This is because *b*, the second letter in *able*, comes before *p*, the second letter in *apple*. So *bat* comes before *bet*, *bet* comes before *bit*, *bit* comes before *boot*, *boot* comes before *bug*.

Now tell which word in each of the following columns comes first in the dictionary, which second, which third, and so on. You will see that all the words in each column begin with the same letter.

about	bug	go	man	tramp
after	bag ✓	give	moon	trim
again	big ✓	game	men	twice
apart	beg ✓	glue	mule	two
away	boy ✓	geese	mile	twig

S
T
U
D
Y

To prepare yourself for the game below, silently look for the following words in your dictionary. Try to find each word as quickly as you can, because you will have to be very quick to win the game.

against	big	game	two	mop	hand
carry	men	away	doll	fun	water

Game. Have your dictionary ready. As soon as the teacher calls a word, find it as quickly as you can. When you have found it, rise. Try to be the first to rise. Other pupils will rise quickly too, but the first pupil is the one who may read to the class the meaning of the word. Then the teacher will call other words.

41. Telling the Story of a Picture

S
T
U
D
Y

Silently study the picture on the opposite page :

1. Those two big polar bears with their noses in the air — what do you think they smell?

2. Do you think it is a long time since the sledge was left there?

3. Might the owner of the sledge have left only an hour ago?

4. Which of the following reasons for the owner's leaving the sledge seems to you a good one?

a. As the dogs were too tired to pull the sledge farther, the owner cut their harness and let them run. But where is the owner?

b. A band of friendly Eskimos came along and took the owner and his two friends to their Eskimo house. But why did they leave their packs?

c. The owner and his two friends (a man and a boy) have let their dogs run. They have started out to find a house or a hut. When they have found one they will return for their sledge and packs.

d. Just over the hill are the three hunters. They have put up a tent, started a fire, and begun to cook some fish. This is what the bears smell. But why have the hunters left their sledge and packs?

e. The hunters have been killed by robbers who have gone off with the dogs. But why did they leave the sledge and packs?



Speaking. Tell the class the story of what has happened in the picture. Give names to the owner of the sledge and to his friends. Tell what happened to them and where they are now.

- P
R
A
C
T
I
C
E
1. Your classmates will listen carefully to your story. When you have finished, they will tell you whether your story fits the picture. Perhaps you told some things which could not be true.
2. Perhaps the class could not hear all you said. Perhaps you did not speak loud enough or clearly enough. It is too bad to spoil a good story in that way.
3. Perhaps you spoiled your story by using too many *and's*, or by saying *seen* for *saw*, *done* for *did*, or *gone* for *went*. The class will tell you about these things.
4. After you have thought about your mistakes, show the class that you can tell your story better. If you do not succeed this time, try again.

Giving the Picture a Title

Class Conversation. Let everyone give the picture a suitable name or title. Titles that please the class may be written on the board. Shall the teacher or the pupil who gave the title write it? How is the first word, as well as every important word, in a title written? The class will decide which title is the best. Perhaps two or three titles are equally good.

42. Correct Usage: *those, them*

It is correct to say "*those* trees," "*those* people."

It is correct to say: I see *those* trees. I see *them*.
I see *those* people. I know *them*.

It is wrong to say "*them* trees," "*them* people."

Exercise. As you read the following sentences aloud, fill each blank with *those* or *them*, whichever you think correct:

1. See ¹____. See ²____ flying fish. See ³____.
2. I never saw ⁴____ before. I never heard of ⁵____ before.
3. Who are ⁶____ boys? Do you know ⁷____?
4. Who are ⁸____ girls? Do you know ⁹____?
5. When he saw ¹⁰____ soldiers, he asked, "Are ¹¹____ soldiers friendly?"
6. We watched ¹²____ march. We saw ¹³____ salute.
7. See ¹⁴____ now. See ¹⁵____ straight rows.
8. What are ¹⁶____ things for? I mean ¹⁷____ things on the table.
9. Don't you see ¹⁸____ boxes? Don't you see ¹⁹____?
10. I see ²⁰____ boxes. Do you want ²¹____?

Test. This test is for the use of *those* and *them*, but also for all the other words that you have been studying and ought to know. As usual, write on a sheet of paper the correct words with their numbers, and find

your mistakes when the teacher or a pupil reads the correct list.

1. Look at (those¹ them) mud tracks on the floor.
Look at (those² them). Who made (them³ those)?
2. I never (saw⁴ seen) (any⁵ no) muddier tracks.
3. Who (done⁶ did) this? Who made (those⁷ them) tracks?
4. I'll (teach⁸ learn) him a lesson.
5. Smell (them⁹ those) flowers. Smell (them¹⁰ those) again. I never (seen¹¹ saw) (no¹² any) prettier ones.
6. Where (were¹³ was) they picked? They (was¹⁴ were) picked in our garden.
7. Haven't you (never¹⁵ ever) (seen¹⁶ saw) our garden? No. (May¹⁷ Can) I see it now?
8. You (may¹⁸ can) see it any time you wish.
9. When we had (went¹⁹ gone) into the garden, along (came²⁰ come) the old gardener.
10. "I'll (learn²¹ teach) you the names of the flowers," he said.

Drill in Correct Usage. If you need further drill in the correct use of these words, read aloud repeatedly the sentences above, as well as the ten sentences preceding these, until you can choose the correct words rapidly.

Review. Review one or more of the correct usage tests or drills in the sections that begin on pages 12, 37, 70, and 88, as the teacher directs.

43. Omitting *and's* that Are Not Needed

Some pupils speak like this:

(1) In the Far North three hunters had lost their way *and* their dogs were too tired to drag the sledge any farther *and* food was getting scarce. (2) The driver whipped the hungry, worn-out animals *and* they broke their harness *and* they ran away *and* the hunters themselves were too weary to follow. (3) The hunters climbed over the hill *and* here they found a sheltered spot *and* they put up their tent for the night.

STUDY 1. It is easy to see that there are too many *and's* in this story. In the first sentence there are two *and's* that need not be there. If they were dropped, that sentence would become three sentences. As you read the following three sentences can you tell where the *and's* were?

In the Far North three hunters had lost their way. Their dogs were too tired to drag the sledge any farther. Food was getting scarce.

2. The second sentence has more *and's* than it needs. If they are left out, the sentence becomes three sentences. As you read them on page 104, can you tell where the *and's* were?

The driver whipped the hungry, worn-out animals. They broke their harness and ran away. The hunters themselves were too weary to follow.

3. The third sentence could be made better by leaving out the two *and*'s. As you read the following two sentences, do you see that *where* has taken the place of one of the dropped *and*'s?

The hunters climbed over the hill. Here they found a sheltered spot where they put up their tent for the night.

Oral Exercise. 1. Read aloud the three sentences at the beginning of this lesson, but do not read any *and*'s that are not needed. When you leave out an *and* that is not needed, what do you do?

a. Usually you drop your voice, bringing the sentence to a close; then you begin a new sentence.

b. Sometimes you use *where*, *when*, or some other word in place of *and*.

2. Read aloud the first of the following sentences. Do you see that the *and*'s that are not needed spoil the sentence? Now read it again, leaving out every *and* that is not needed. Keep those which are needed. In the same way read each of the numbered sentences on pages 105 and 106.

1. Polar bears live in the Far North and they are big, strong animals and their thick fur protects them against the cold.

2. Once I saw two polar bears in a zoo and they had thick white fur and they looked very warm.

3. Full-grown polar bears are about nine feet long and these animals sometimes weigh over 1000 pounds.

4. Polar bears are good swimmers and they live largely on young seals and fish.

5. It is cold in the Far North and everybody wears furs and the animals there have thick fur.

6. In the Eskimo house the hunters received food and drink and they were very glad to be safely out of the icy cold wind.

7. The robbers saw the white hunters and they wanted those six fine dogs and they came and took them.

8. The two polar bears smelled the fried fish and it made them hungry and they crawled nearer to see where the smell came from.

9. Two of the hunters were men and one was a boy and all three were tired and hungry.

10. They had lost their way and their dogs were tired out and a cold wind began to blow.

11. The hunter cut the dogs' harness and the three men left the heavy sledge where it stood and they left some of their packs on it and they started out hoping to find an Eskimo house.

12. An Eskimo boy came out of the house and he asked the strangers who they were and they told him that they were lost and the Eskimo boy called his father.

13. An Eskimo house is built of ice and snow and it is warm and it has only one window.

14. The Eskimo builder makes a ring in the ground and on this he places blocks of ice and on top of these

he lays more blocks and then he shovels snow against this wall and at last not a crack is left in it.

15. A low, narrow hallway is made and this is the only way into the house and the Eskimos creep through it on their hands and knees.

44. Retelling a Story for Practice

One day Carl Akeley, who spent many years in Africa, had a narrow escape while hunting elephants. As he was waiting in the woods for the animal to show itself, he happened to look up. There, without a sound of warning, was one of the huge beasts almost directly over him. Akeley instantly pulled the trigger of his gun, but the gun would not go off. The elephant, with two white tusks high in air, was now upon him, —indeed, directly over him. With quick presence of mind the skillful hunter seized a tusk in each hand and swung in between them as the angry animal drove them into the ground, one on either side of the hunter. So, fortunately, Akeley was only stunned. The elephant probably thought him dead, for it turned away and disappeared in the forest. Many hours afterwards Akeley opened his eyes again and was thankful to find himself still alive.

S
T
U
D
Y

1. Silently read the story above and notice what comes first, what next, and so on to the end.

2. Does the beginning sentence tell the one thing that the story is about?



3. Does the beginning sentence make you wish to read the rest of the story?

4. Does the closing sentence finish the story in an interesting way?

5. What is the meaning of each of these words and groups of words?

narrow escape	directly over him	seized
without warning	was now upon him	tusks
huge	presence of mind	stunned

Speaking. Tell the story of Akeley's narrow escape. Since your classmates already know the story, they are interested only in your way of telling it. That is what this exercise is for — to study your way of telling a story and to help you improve your speaking where it needs improvement. After you have spoken, the class will tell you which of the following problems to solve:

Problems

1. Can you tell the story again and at the same time stand straight, look at the class, and speak loud enough and so distinctly that you can be understood by everyone in the room? How many trials do you need before you succeed in doing this?

2. Can you tell the story again and invent a good beginning sentence for it? Do you make a clear-cut pause at the end of every sentence in the story?

3. Can you tell the story again and remember to do all the things mentioned in the two paragraphs above? How many times do you need to try? If you have ever

practiced a piece on the piano, or on the violin, you know that you have to play it over and over before you play it right. Story-telling, also, calls for much practice.

Class Conversation. What title could we give to the story? As pupils suggest titles the class will talk them over and the teacher or the pupils who give them will write the best ones on the board. Is the following title too tame or colorless? How can it be improved?

Akeley and the Elephant

45. Giving Directions

Directions should be given in short, clear sentences, without an unnecessary word.

I

"Can you tell me when the trains leave here for Kansas City?"

"They leave here every other hour beginning at nine in the morning. The last train leaves at nine in the evening."

II

"Will you please tell me how to get to the public library?"

"Certainly. Take the green street car at that corner. Ask the conductor to let you off at Brett Street. The library is on Brett Street near the corner."

III

"I am looking for boys' gloves. Where shall I go?"

"Take the elevator to the fourth floor. The glove section is over near the windows."

STUDY

At your desk, work on the following directions and questions:

1. Read the first conversation. Do you see any *and's* in the answer? Do you notice that the answer is given in two short sentences?

2. Notice the short sentences in the answer in the second conversation. Can you find one unnecessary *and* in that answer?

3. In the third conversation notice that the question as well as the answer consists of two short sentences. Are there any unnecessary *and's* in either?

4. What, then, do those conversations teach us about giving directions?

Speaking. 1. Suppose that you are standing in front of the schoolhouse. A stranger asks you to direct him to the first of the following places. Do so in as few and as short sentences as you can.

1. The nearest church
2. The nearest mail box
3. The nearest hotel
4. The public library
5. The courthouse
6. The nearest drug store
7. The railroad station

P
R
A
C
T
I
C
E

Give the same directions, two or three times if necessary, in order to learn to do better whatever you have done poorly. It is practice that makes perfect. These are the points to have in mind at this time:

1. Making the directions clear — that is, easily understood
2. Using short sentences with no unnecessary *and's*
3. Speaking politely and in a pleasant tone of voice

2. In the same way practice directing a stranger to the second place in the list ; to each of the other places.

46. Project: A Safety-First Poster

Many accidents happen because children are careless or because they have not been told that some things are dangerous to do. So a house is burned down, because a little boy did not know that it is unsafe to play with matches ; or a child dies, because there was a cut on his foot that was not taken care of ; or a little girl is hurt, because the pupils in a certain school had not learned the fire drill ; or somebody is run over, because he did not watch the green and red lights when he crossed the street ; or a baby is burned, because its big brother or sister failed to keep the little one away from a tub of hot water.

Today we are going to think of only one kind of safety. We may call it street safety. We shall make

a poster that will tell everyone who reads it how to keep safe on the streets. Let us begin by telling different ways in which people get hurt on the streets.

S
T
U
D
Y

Prepare yourself for a talk to the class:

1. Have you ever been in an accident on the street or have you ever seen one?
2. What happened in that accident, or in an accident you have heard about?
3. Why did that accident happen? Whose fault was it?
4. Can you make a rule that people should follow so that such accidents will not happen?
5. When you tell the story of your accident — that really happened to you, or nearly happened to you, or that you saw or heard about — how will you begin it? Do you remember what makes a good beginning sentence?

Speaking. Tell the class about your accident. Tell what happened, why it happened, and what should be done so that such accidents will not happen.

P
R
A
C
T
I
C
E

The class will be on the lookout for the following things:

1. Whether your beginning sentence is interesting.
2. Whether you stick to your subject as told in that beginning sentence, or talk about other things.
3. Whether you stop talking when you are through, and so end your story well.

If you find that you have done everything perfectly, then, of course, you need no more practice in story-telling. But if you have made some mistakes, think these over. Think how you can speak without making them. Then try to do it.

Class Conversation. After the accident stories have all been told, the class will be ready to make rules that will help to prevent accidents on the street. Pupils will suggest rules. The class will talk these over. Then the teacher, or perhaps the pupils who made them, will write them on the board.

1. In a certain school this rule had been written on the board:

*If you are waiting for a street car,
do not stand where an automobile
might run over you.*

The class changed the rule to read:

*Stand in a safe place when you
wait for a street car.*

This is shorter, and just as clear as the first.

2. Then the pupils improved the following rule :

If you see a banana peel on the sidewalk, do not step on it, but kick it into the street so that others may not slip on it.

This was clear enough but seemed too long. When they had finished changing it, the rule read as follows :

Push banana peels into the gutter, where no one will slip on them.

As you make each of your rules better — that is, shorter and clearer — it will be written on the board in its improved form.

Copying. On a large sheet of paper or cardboard copy the rules on the board. As you do so, remember these things :

1. To leave a wide margin on all sides of your writing. This is for looks.

2. To write so that the rules can be easily read.

3. To make no mistakes in capital letters, in punctuation, or in spelling.

These copies are to be fastened to the walls of the schoolroom. The very best may be put in the hall, where pupils from other classes may read them.

Correction. 1. Read your copy and look for mistakes. Correct these.

2. To make doubly sure that you have found all the mistakes in your poster, ask another pupil to look it over with you. Perhaps now you will find some little mistakes which have been hiding from you.

°Each pupil who has finished his poster may make another, while the rest of the class are correcting and improving theirs. This second poster is for one of the other classrooms.

47. Saying *no*, *not*, *never*, Correctly

If you want to say *no*, one *no* or *not*-word is enough. Here are some *not*-words:

nothing (means "*no* thing")

don't (means "do *not*")

doesn't (means "does *not*")

never (means "*not* ever")

didn't (means "did *not*")

hasn't (means "has *not*")

haven't (means "have *not*")

isn't (means "is *not*")

aren't (means "are *not*")

wasn't (means "was *not*")

weren't (means "were *not*")

won't (means "will *not*")

If you want to say *no*, one *no* or *not*-word is enough. Two *no*'s make *yes*. This seems puzzling, but look at the following two sentences:

1. The boy *didn't* do anything foolish.
2. The boy *didn't* do *nothing* foolish.

There is only one *not*-word in the first sentence — *didn't*. There are two *not*-words in the second sentence — *didn't* and *nothing*. Think of the two sentences. If the boy did NOT do *nothing*, then he *did* do SOMETHING. Two *not*-words make *yes*. The second sentence above means just the opposite of the first sentence.

Never use two *not*-words if you want to say *no*.

Speaking. 1. Without changing its meaning, say each of the following sentences in another way. Thus, you might say the first sentence in this way:

I have no cap.

1. I haven't any cap.
2. He did no harm.
3. She isn't anything like her sister.
4. That is nothing.
5. We never saw anything taller.
6. We are not going anywhere.
7. I have nothing to give you.

8. I haven't anything to say.
9. They never said anything to me.
10. I have been there at no time this year.
11. You are not going anywhere next Sunday.
12. He never has been any stronger.
13. Aren't you going to say anything?
14. Is he going to do nothing?
15. He did not say anything at any time.

2. How rapidly can you say the fifteen sentences above, each in another way, without changing its meaning, without making a mistake?

Game. A pupil, who may be called Ella, is sent from the room. The teacher gives another pupil a flower, a key, a paper cutter, a rubber band, a spectacle case, or some other object not usually found in a pupil's desk. Ella is asked to return.

TEACHER. Ella, one of the class has a flower in his desk. Ask one pupil after another whether he has it.

ELLA. Have you a flower in your desk, Marian?

MARIAN. I haven't a flower in my desk, Ella
(or, I have no flower in my desk, Ella).

Or MARIAN [*if she has it*]. I have a flower in my desk, Ella. Here it is.

Then Marian goes out of the room, returns, and asks for the flower, or whatever is hidden. And so on.

Speaking. 1. Some days ago you made a poster of rules telling what to do to avoid accidents on the street. Give some of those rules in a new way. Begin

each with the words *Do not* or the word *Never*. Perhaps your poster has a rule that says:

*Push banana peels into the gutter,
where no one can step on them.*

Instead of that say something like this:

*Do not leave banana peels on the
sidewalk, where people can step on
them.*

Or

*Never leave banana peels on the
sidewalk, where people can step on
them.*

2. Begin each of the rules with *Do not* or *Never*. Give as many safety rules as you can to prevent accidents, not only on the street but anywhere, — rules like these:

1. *Never* play with matches.
2. *Do not* throw stones on the playground.
3. *Never* put your unwashed fingers into your mouth.

48. Retelling a Story for Practice

One evening on his way to camp a hunter suddenly came face to face with a herd of African buffaloes, which are dangerous animals indeed. He silently stepped aside and crouched in the grass while the herd passed in a cloud of dust. Then he quickly climbed a tree to see where they had gone. Not far ahead, he saw about fifty buffaloes lined up and looking back. At last a big old fellow with shaggy mane came slowly toward the tree in whose branches the hunter was hiding. Slowly, cautiously, the animal passed around the tree, sniffing and snuffing this way and that. Then it returned to the others, when they all started off again and disappeared over the plain. They seemed satisfied, and so was the hunter.

STUDY

Studying alone at your desk, follow these directions and answer these questions:

1. Read the story and notice what happened first; what next; and what last.
2. Does the beginning sentence tell what the story is about?
3. Does the beginning sentence make you want to read the rest?

4. Does the closing sentence give the story an interesting ending? Does it make you smile? That is a good thing for a closing sentence to do.

5. What do the following words mean?

crouched	mane	snuffing
lined up	cautiously	disappeared
shaggy	sniffing	satisfied

6. Prepare yourself for telling the story by reading it once more and fixing in your mind the things spoken of above.

Speaking. You are to tell the story several times. The first time tell it to show how well you can tell it without any suggestions from the class.

P
R
A
C
T
I
C
E

Your classmates know the story as well as you do. They will be interested to see how well you tell it. Listen to their praise and their criticism. Think carefully about the things you might do better as you work out the following problems.

Problems

1. Can you tell your story and at the same time stand straight and look at the class in a friendly way?

2. Can you tell your story and at the same time, without straining or raising the voice, speak distinctly and loud enough for all to hear?

3. Can you tell your story and do it in a lively manner, as if you were enjoying it yourself?

4. Can you tell your story and do all these things at one and the same time?



GROUP OF AFRICAN BUFFALOES

After a photograph from the Field Museum of Natural History, Chicago

Class Conversation. Can you think of a telling title for the story? Every pupil will give the best title he can suggest for it. The class will talk about these titles and the teacher will write on the board some of the best. The class will then decide which one is the very best.

As you know, the first word of a title begins with a capital letter. So does every other important word in the title. Such words as *the, a, and, for, on*, unless they begin titles, are not begun with capital letters.

49. Letter Writing

Somewhere in the Far North
April 1, 1930

Dear Alfred:

We are not lost. We did not desert our sledge and our packs. There is bait in that pack to attract those two polar bears. Father, Uncle Fred, and I are hiding where we can watch them. When we get a good chance we will shoot them. Then I can show you their skins when I return home.

Your classmate,
Walter Greenfield

What does that letter mean? Has it anything to do with the picture opposite page 98 of this book?

You did not know that your friend Walter was in the Far North, did you? Of course there are no post offices up there. His letter must have been taken by some Eskimos to a town in Greenland where there is a post office and where ships come to take mail every once in a long time. How else could it have reached Alfred?

Perhaps Walter is only joking. Perhaps he is not in the Far North at all. Notice the date of his letter. What does that mean?

You might pretend, too. Everybody in the class might. Some could say they were up in a tree in Africa with a herd of buffaloes around the tree. Others might pretend they were traveling with a circus — as lion tamers, keepers of the elephants, tight-rope walkers, or anything else. Still others might pretend they were living with a band of Indians. Perhaps someone in the class has climbed up the beanstalk after Jack to help him find the giant. If each pupil should write a letter to a classmate telling where he is and what he is doing, what surprises there would be! You may have been wondering where Nellie is. Is she lost? Is she safe? Then comes the letter saying she is perfectly safe in a tree in Africa. Since the buffaloes cannot climb the tree, she is not worrying. She thinks that while she is up there she will use the time to write you a letter. Now the letter has come to you through the class post office just as Walter Greenfield's came to Alfred.

STUDY

Prepare for the letter writing by studying these questions :

1. Where will you pretend you are? What, then, will you write for the heading of your letter?
2. To whom will you write?
3. What is happening to you where you are, far away from your school and your home?
4. What is your beginning sentence to be?

Writing. Write your letter. Fold it the shape and size of an envelope; then write the name and address on it.

Correction. 1. Look your letter over. These questions will help you correct it :

1. Have you the proper margin all around your writing?
2. Is the heading written as in the letter on page 122?
3. Has the greeting the proper punctuation?
4. Is the first line of the body of the letter indented?
5. Is the ending written as in Walter's letter?
6. Does every sentence begin with a capital letter?
7. Does the right mark follow every sentence?
8. Have you made any mistake in spelling?

2. Look the address over. Refer to the addressed envelope on page 68 of this book. Have you begun each name with a capital letter? Have you placed a period after each abbreviation, such as *Mr.*, *Mrs.*, *St.*, *Ave.*, *Blvd.*?

Copying. It may be best for you to copy your letter after you have corrected your mistakes.

50. Pronouncing Correctly

Pronouncing. As the teacher pronounces these words, listen and then pronounce each the same way :

- | | |
|----------------|--|
| 1. kept | (NOT <i>kep</i> . See <i>t</i> at end) |
| 2. asked | (NOT <i>ask</i> . See <i>d</i> at end) |
| 3. third | (begins like <i>Thursday</i>) |
| 4. fourth | (ends in <i>th</i> , NOT <i>t</i>) |
| 5. threw | (NOT <i>trew</i>) |
| 6. farther | (begins with <i>far</i>) |
| 7. picture | (NOT <i>pitcher</i>) |
| 8. drowned | (rimes with <i>ground</i>) |
| 9. attacked | (say <i>attack</i> , then add <i>d</i>) |
| 10. lion | (NOT <i>line</i> , but li-on) |
| 11. horse | (NOT <i>hoss</i> , but to rime with <i>Norse</i>) |
| 12. surprise | (begins with <i>sur</i> . Notice the <i>r</i>) |
| 13. different | (dif-fer-ent: three parts) |
| 14. difference | (dif-fer-ence: three parts) |
| 15. grocery | (gro-cer-y: three parts) |
| 16. jewelry | (jew-el-ry: three parts) |
| 17. every | (ev-er-y: three parts) |
| 18. geography | (ge-og-ra-phy: four parts) |

- S
T
U
D
Y**
1. Silently read the first word above. Read what is written after it. Now say the word again.
 2. In this way study each of the other words above.
 3. Is there any word of which you are not sure? Ask the teacher about that.
 4. With a classmate or two listening for mistakes, pronounce the words given above.

Reading. 1. The following sentences contain the words you have been studying. Read them aloud slowly and distinctly.

1. The *grocery* boy picked out a *picture* of a *lion* lying near a *horse*.

2. On the *third* or the *fourth* day he planned a *surprise*.

3. He often *asked* how to pronounce the word *geography*.

4. Not *every* *grocery* boy can say *jewelry* correctly.

5. He said *drowned* to rime with *round*, *found*, *pound*, *sound*, and *ground*.

6. He *backed* his *horse* and *attacked* the carefully *packed* *groceries* that were *stacked* on the walk.

7. *Farther* down the street a *different* boy *attacked* a *different* stack of *packed* *groceries*.

8. *Every* time the man *threw* a peanut at the elephant, the *grocery* boy smiled.

9. This is a *surprising* *difference*: an elephant will, and a *lion* will not, eat peanuts.

10. The *grocer* kept a *different* *horse* for his *third* *grocery*, of *course*.

2. When you are sure that you know how to pronounce each of those troublesome words correctly, read the sentences more rapidly, but still distinctly. Try to increase your speed.

3. Make sentences of your own containing the words you have been studying. Perhaps the teacher will allow a few nonsense sentences. How many of those words can you squeeze into one sentence?

51. Keeping a Diary

For a week each pupil is to keep a diary. This means that every day each pupil will write a few sentences telling the most interesting thing he has done or that has happened to him that day. At the end of the week the diaries will be read aloud to the class.

Perhaps you do not know exactly how to keep a diary. Here is what a schoolgirl wrote in her diary one day :

Monday. When I awoke this morning I looked at the clock through my sleepy eyes and said, "It is half past eight!" How could I dress, wash, comb my hair, eat breakfast, put on my hat and coat, and run to school in time for the nine o'clock bell? I wondered where Mother was and why she had not called me. I jumped out of bed and looked for her. "What's the matter, Mary?" she said very quietly. I told her excitedly. "Oh," she said, smiling as she looked at the clock in my room, "that clock must have stopped. You have plenty of time, Daughter. It isn't seven yet."

STUDY | To prepare for keeping a diary think about these questions :

1. Does Mary's beginning sentence make you wish to know what happened?

2. Does that short, sharp sentence, "It isn't seven yet," make a good closing sentence?

3. Do you know that there are things happening all the time about which you can write — things such as these?

a. You forgot to close the chicken-coop door last night.

b. You upset your glass of milk at breakfast.

c. You had to run all the way to school to be on time.

d. Running an errand for your mother, you lost some money.

e. You cut your finger with a sharp knife.

f. You are keeping a diary and you think nothing interesting is happening to you.

Class Conversation. On the first day of keeping a diary it would be a good plan to talk everything over with your classmates. Tell what you will write about for the first day. Give your beginning sentence. Perhaps the teacher will write on the board what some of the pupils plan to write in their diaries. In this way everybody in the class will get well started.

Writing. Write in your diary every day for one week of seven days. Two of these will not be school days. Write the most interesting thing you have done, or the most interesting thing that has happened. Write only two or three sentences, unless (like Mary) you wish to write more. Do not let others know what you are writing until you read your diary aloud.

Correction. When you have finished your day's writing, look it over at once. You know what kinds of mistakes you may make. Correct all that you find.

°Review. Do you have trouble writing the names of the days of the week correctly? If you are not sure of the spelling of each name, turn to page 501, where these names are given.

52. Learning More about Sentences

Counting Sentences. 1. Silently read the first of the following paragraphs, and count the sentences. When you have the number, raise your hand. The teacher will tell whether you counted correctly. Then read and count the sentences in each of the other paragraphs.

1. Do you wish to make a little examination of your eyes? Pin a newspaper to the wall of the room. How far away from it can you stand and still see the large letters easily? Read with both eyes. Now read with one eye at a time. Are they both the same?

2. If you find that you can read better with one eye than you can with the other, there is some trouble. Tell your father or mother. Perhaps you need glasses. Only a doctor can tell. Your parents should take you to one.

3. Many children need glasses for a few years only. When they grow older they are able to go without. They should wear glasses when they need them. Otherwise they may suffer later.

For this reason ask your father to take you to a doctor if you have any eye trouble.

4. The cleaner we keep our teeth, the longer they will last. Therefore get a toothbrush. Get some tooth powder. Salt will do. Scrub every part of your teeth carefully every day. You will have to move your brush around pretty well to reach every part.

5. If you cut your finger the flesh will mend itself. A tooth can never mend itself. If you crack it, it can never grow together again. That is why you should not crack nuts or any other hard thing with your teeth.

6. Why are cracks in the teeth bad? They are bad because it is hard to keep the germs out of them. The germs are tiny little animals that do much mischief. They crawl into cracks in the teeth and eat and eat the teeth away. At last they reach the nerves in the teeth. Then you have a toothache.

7. I know a young lady with a funny little pointed mouth. Her upper teeth reach so far over the lower ones that the two rows never meet and never help each other when she chews. When this young woman was a little girl, she sucked her thumb every night when she went to bed. Little by little she changed the shape of her mouth. Now she looks like a squirrel.

8. Good health is closely related to standing straight. Standing straight helps one to be healthy, and to look healthy. When a person has been sitting a long time bending over his desk, he

should stand up and take a little exercise. This helps to straighten the back. Besides it makes the blood flow faster and makes one feel better.

9. If a man is in a very small room and no fresh air can get in he will die if he stays in the bad air long enough. Did you ever hear the story of the Black Hole of Calcutta? Over one hundred prisoners were put in a small room. There were two small windows in that room, but too small to let in enough air for so many men.

10. When morning came many of the men in that room had died. Only twenty-three out of one hundred and forty-six men were alive. Ever afterwards, in memory of that terrible night, the room itself was called the Black Hole of Calcutta.

F. G. JEWETT, "Good Health" (*Adapted*)

2. Listen as the teacher or a classmate reads aloud the first paragraph. Can you count the sentences by ear? How many are there? Perhaps the paragraph needs to be read twice before you can make the correct count. As the other paragraphs are read to you, count the sentences in each one.

Writing. Write one or more of the paragraphs above from dictation. As you write, remember that every sentence begins with a capital letter. Remember also that every sentence, if it tells something, ends with a period; if it asks something, it ends with a question mark.

Correction. After writing a paragraph compare it with the one in the book. Alone or with another pupil, look for mistakes. Keep these questions in mind as you read what you have written :

1. Have you begun every sentence with a capital letter?
2. Have you placed the correct mark at the end of every sentence?
3. Have you spelled every word correctly?
4. Have you indented the first line of your paragraph?

53. Saying the Same Thing in Different Ways: Possessives

1. This is the bicycle *that belongs to Henry*.
2. This is the bicycle *belonging to Henry*.
3. This is the bicycle *owned by Henry*.
4. This is *Henry's bicycle*.

As you see, there are several ways of saying that the bicycle belongs to Henry.

One way is to write 's after *Henry*, which makes *Henry's*. See the fourth sentence above. The little mark (') before the s in *Henry's* is called an **apostrophe**. See the apostrophe and s ('s) in each of the following groups of words :

- | | |
|-------------------------|-------------------------|
| 1. Henry's kite | 6. Jane's doll |
| 2. Ella's skates | 7. The teacher's book |
| 3. Will's rifle | 8. The elephant's tusks |
| 4. Mr. Brown's car | 9. The lion's teeth |
| 5. Mrs. Smith's flowers | 10. The girl's pencil |

Speaking. Express the thought of each of the ten groups of words at the bottom of page 132 in a different way. Thus, for the first group, *Henry's kite*, you can say :

The kite that belongs to Henry.

Copying. Copy as many of the following sentences as you can in the time the teacher allows you :

1. Henry's hat looked funny on George's head.
2. Frank's big foot landed on the cat's tail.
3. Mary's mother was Cora's aunt.
4. On the teacher's desk lay Tom's knife, John's top, and George's marbles.
5. Ella's pleasant smile made friends for her.

Correction. Alone or with another pupil compare the sentences you have written with those in the book and look for mistakes. Look especially for mistakes in writing words which are followed by the apostrophe and s ('s). Do the same after the following exercise :

Writing. 1. As the teacher reads them aloud to you, write several of the sentences above. As you do so, remember how to write the apostrophe and s. Such words as *Henry's*, that show ownership or possession, are sometimes called **possessives**.

2. Copy each of the sentences on the following page. Where there is a blank, write the word that is given in parenthesis, but write this word so that it will show ownership. Thus, in the first of those sentences write *Tom's*.

1. (Tom) This is my dog.
2. (Fred, Mary) My dog was chewing my shoe.
3. (woman) On the grocer's counter lay a new purse.
4. (girl) The kind mother visited the school.
5. (teacher) My knife was found lying on the table desk.

3. Write the correct word for each of the blanks in the sentences below. Thus, for the fifth sentence write *cat's*, together with the number of the blank, 7.

1. (Mary, Fanny) My cat lay on my bed.
2. (cat) The cat's eyes were half closed.
3. (John, Mary) My dog saw my cat.
4. (dog) The dog's eyes were wide open.
5. (cat) Something disturbed the cat's sleep.
6. (doll) Where is my new dress?
7. (tiger) The tiger's growl was fierce.
8. (lion) The lion's roar was loud.
9. (kitten) We looked at the kitten's paw.
- ✓ 10. (boy, pony) See that new pony. See the new mane.
11. (ship) The ship's whistle sounded through the fog.
12. (captain) I heard the captain's voice.
13. (fox) The dogs were on that fox's trail.
14. (fish) In the fish's stomach they found a thimble.
15. (Bess) Near Bess's cradle lay a collie.
16. (collie) It was the collie's business to guard her.
17. (Max) It was brother Max's collie.
18. (wolf) There was a collar around the wolf's neck.
19. (sheep) He heard the sheep's timid bleat.
20. (Lily, Joe) Lily's hat was on Joe's head.
21. (cow) The cow's feed was in her box.
22. (pig) Do you see the pig's ears?
23. (horse) He placed the saddle on the horse's back.

54. Using *lie, lying, lay, and lain* Correctly

1. Tom's dog *lies* on the chair. (NOT *lays*)
2. Tom's dog *is lying* on the chair. (NOT *is laying*)
3. Tom's dog *lay* there yesterday. (NOT *laid*)
4. It *has lain* there before. (NOT *has laid*)

In those four sentences you see the words *lie, lying, lay, and lain* used correctly. After each sentence you see the incorrect word that is sometimes used by speakers who do not know better.

Notice, in the first sentence, that *lies* means "rests."

In the second sentence, *is lying* means "is resting."

In the third sentence, *lay* means "rested."

In the fourth sentence, *has lain* means "has rested."

Drill in Correct Usage. 1. As you read the following sentences aloud, say *lie* or *lies, lying, lay, has* or *have lain* in place of *rest* or *rests, resting, rested, has* or *have rested*. Thus, in place of *were resting* in the eighth sentence, say *were lying*.

1. On the floor *rested* a snow-white cat.
2. The tired boy *rested* on the soft grass.
3. What is that *resting* under the apple tree?
4. The cows *have rested* in the pasture all night.
5. One little goat *has rested* there with them.
6. *Rest* here while I *rest* over there.
7. His baby brother *rests* in that cradle.
8. The elephants were *resting* on the soft, cool earth.

lay
w

9. Mary's cat is *resting* on the lounge today.
10. She *rested* there the other day.
11. She *has rested* there often.
12. Who has been *resting* on my bed?
13. What *has rested* on my chair?
14. What is *resting* on that table?
15. He *rested* on the rear seat of the car.
16. The calf *rested* quietly in the barn.
17. What is that *resting* on my new coat?
18. If he *rests* in the hay, he will *rest* in a soft place.
19. He was *resting* under a shady tree.
20. He *has* often *rested* there.

2. Read the sentences several times more, faster each time but always correctly and distinctly. Then read them beginning with sentence 20 and going up.

° **Review.** Correct-usage exercises are given on pages 12, 37, 88, and 101. Review one or more of those tests and drills, as the teacher directs.

55. Finishing an Unfinished Story

It is like a game to think of endings for an unfinished story. Each pupil tries to make the story end in a surprising way. This is good practice. It helps us to think of new things to say, which is something everybody likes to do if he can.

Here is an unfinished story :

On my way to school I saw something shiny lying on the sidewalk. Oh, how excited I was! I picked it up quickly and hurried to school, where I looked at it in the cloakroom.

There are many ways in which this story could end. Here is one ending :

It was a new pocketknife with a silvery handle. "That's mine," said a big boy who had seen me pick it up. He wanted to take it away from me, but I gave it to the teacher.

The teacher tried to find the true owner. Two weeks went by. Many pupils looked at the knife, but no one knew whose it was. So now it is mine. Am I not lucky? Sometimes I wonder where the unlucky boy is who lost it.

Here is another ending :

It was a policeman's badge. The teacher told me to ask my father to take it to the police station. He took it there. When the policeman learned that I had found it he gave my father a dollar for me. I wish I could find a policeman's badge every day.

Here is another ending :

It was a large key, as new as if it had never been used. When I got home, I showed it to my father. He looked at it a long time. At last he tried it on our front door. It was a fit!

Perhaps a burglar had lost it on his way to our house the night before.

S
T
U
D
Y

1. Think of some of the very shiny things a school-boy might find on the sidewalk.
2. Decide which one of these you will use for your story.
3. What does the boy do with it?
4. What happens then and how does the story end?

Speaking. Tell the class the ending you have made up.

P
R
A
C
T
I
C
E

After your classmates have expressed their surprise and pleasure at your ending, they will try to tell you how you might have told it better. Perhaps you did not speak distinctly. Perhaps your speaking had some other fault. Try to overcome your faults when you tell your story again.

Writing. Make a title for the story. Write it on the board. The class will tell you whether it is an interesting title and whether you have written it correctly.

More Story-Telling. Here are some more stories which need endings. If there is time for them the teacher will tell you which ones to study as you did the one above.

1. Fred Careless was leaning out of an upstairs window in his father's house, playing with an orange. The orange slipped out of his hands and

dropped squarely on the hat of an old gentleman who was passing below.

2. Lucy noticed that a large automobile raced by her down the street as she walked to school every morning. It went much faster than it should and did not slow down at the place where the children crossed. She made a note of the car number, because she thought she would tell her father about this reckless driver.

56. Letter Writing

You have not answered your classmate's letter from the wilds of Africa, or wherever he was when it was written. You may be sure that he is waiting for an answer. Besides, there probably are some questions you want to ask him. If he is hunting in Africa, you may want to ask him to bring you a baby elephant when he returns home.

Writing. Write your letter and address your envelope. Although your classmate is in so distant a place, the class postmaster will probably know how to find him.

Correction. 1. What are the things a letter writer must be careful to do? As you and the rest of the class name them, the teacher will write them on the board. One is to write the date correctly. Another is to indent the first line. There are others. When all these have been written on the board, read your letter over for mistakes. When you can find no more, ask a pupil to read with you, keeping in mind the

points on the board. Correct every mistake. You may wish to copy your letter after correcting the mistakes. If it is not a neat letter, the class postmaster will not deliver it, as you know.

2. In the same way correct your addressed envelope. Perhaps the teacher will ask several pupils to draw and address envelopes on the board, so that everybody may know exactly how to do this correctly.

Pupils who receive specially interesting letters will read them to the class.

57. Spelling Troublesome Words

In each of the twelve sentences below, one or more words are underscored, as is *night* in the first sentence. One or more other words are in italics, as is *light* in the first sentence. The underscored words are the words this lesson will help you learn to spell correctly.

1. At night there is little *light*, little *sight*.
2. He held the sweet *rose* to his nose.
3. The word have is pronounced to rime with the first part of *trav-el*, but it ends in *a-v-e*, like *save*. If you *save*, you have. If you do not *save*, you do not have.
4. Have you ever seen a *bear* pick a pear?
5. He rode to the door and *strode* into the *abode*.
6. With *fleet feet* he ran to meet his friend.
7. Next week he will *seek* a *sleek* and *meek sheep*.
8. She gave her *niece* a piece of pie.
9. *When* the *men* go to the robber's *den*, then you may go along.

10. This is neither for boys *nor* for girls, for it is for men.

11. The wind blew, the birds *flew*, the storm began to *brew*.

12. Although the sky was still red, we were *fed* and put to *bed*.

S
T
U
D
Y

Silently read the twelve sentences above in preparation for the exercise below. As you do so notice :

1. In each sentence the word or words in italics are somewhat like the word which is underscored. Thus, in the first sentence in what ways are the words *light* and *sight* like night? These likenesses will help you remember how to spell *night*.

2. In each sentence you learn a new word. There are twelve new words in the lesson.

3. Some words will be harder for you than others. Study those carefully.

Copying. 1. To prepare for the game below, copy the first four sentences on page 140, drawing a line under the important words in each.

2. In the same way copy sentences 5, 6, 7, and 8.

3. In this way also copy the last four sentences of the twelve.

Game. Let the class be divided into two sides. One side may be all boys; the other, all girls. Let the boys go to the board. One of the girls now dictates a sentence containing one of the twelve troublesome

words you have been studying. It should be a sentence like those on pages 140 and 141. After the boys have written it on the board, the girls point out the mistakes. These count against the boys. Now the girls write a sentence on the board that is dictated by one of the boys, and again the mistakes are noted. So it goes on as long as there is time to play. At the end, the side having the smaller number of mistakes is the winner.

58. Explaining Things

A pupil goes to the front of the room. She has nothing in her hand, but she seems to unwind a few feet of make-believe thread from a make-believe spool. She twists the end of the thread and brings it to a point with her fingers. Then with the other hand she pretends to take something off the table. It is a very small thing like a pin or a needle. Oh, it must be a needle, for she is holding it up in the light and seems to be trying to thread it. Yes, now she pulls the thread through, takes the needle in her right hand, and makes motions like a girl sewing. All the while she has not said a word. Now she looks up questioningly.

At once hands are raised. She nods to a pupil. That one rises and says, "I think you were showing us how to thread a needle, Lillian."

"That is correct, Susan," answers Lillian. "Now I will try to tell it in words."

THREADING A NEEDLE

First, I take the thread in one hand and twist the end to a point by using the thumb and finger of the other hand. Second, I hold the needle and turn it so that I can look through the eye. Then, I carefully push the pointed end of the thread through the eye. Last of all, I pull half the thread through the eye so that the thread will not slip out.

STUDY

1. Which of the things to do in the list below will you select to explain to the class?

2. In order to do the thing you selected, what do you do first? How can you show that first step without speaking?

3. What do you do next? Can you show that without saying a word?

4. What comes next? How can you show that?

5. Can you think of anything else that will show the class what you are doing? Remember, you are not to speak. You must show everything by motions.

a. Sharpening a Pencil

b. Riding a Bicycle

c. Sharpening a Knife

d. Flying a Kite

e. Filling a Fountain
Pen

f. Rolling a Hoop

g. Rowing a Boat

h. Skipping Rope

i. Making Pancakes

j. Picking Flowers

k. Boiling Eggs

l. Spinning a Top

m. Mowing a Lawn

n. Riding a Pony

o. Swimming

Explaining. Without saying a word, show the class how you would do one of the things in the list on page 143, or something not in that list. The class will try to guess what you are trying to show. When the guessing is over, make your explanation in words and without any motions. If it will make your explanation clearer, use the words *First, Second, Third, Last of all.*

P
R
A
C
T
I
C
E

The class will tell you whether you explained clearly. Perhaps you left out something important. Perhaps you did not tell things in the right order. Think how you might make your explanation better. The class will watch to see whether you really can, as you try again.

59. Project: Making a Little Book

If each pupil will write his explanation on a sheet of paper these sheets can all be put together in a book. A cover might be made. On this could be written, or printed, in large letters:

HOW TO DO THINGS

A BOOK OF USEFUL INFORMATION

BY

THE PUPILS IN MISS JORDAN'S ROOM

Prepare for writing your explanation :

1. What do you remember about leaving a margin around what you write?
2. Where is the title of a story or an explanation placed? See the title of the book cover on page 144 and the title "Threading a Needle" on page 143.
3. Does every important word in a title begin with a capital letter? What other word begins with a capital?
4. Do you see in the explanation on page 143 the comma after *First*? Is there also a comma after *Second*, *Then*, and *Last of all*?

Writing. Write the explanation you gave to the class a day or two ago.

Correction. Before the explanations can be put together in a book for friends to see, we must make sure that there are no mistakes in them. With a classmate or two read your explanation over and look for mistakes. The questions in "Study" above will help you.

Copying. Perhaps you would like to copy your explanation before it goes into the book. When you do copy, write neatly and correct all the mistakes.

60. Retelling a Story for Practice

A friend of the great Akeley was once hunting lions with two African boys who carried nothing but spears. They had found the trail and were moving cautiously in the direction of their prey, which they discovered at length in the grass—a



NATIVES SPEARING LIONS

After a photograph from the Field Museum of Natural History, Chicago

big fellow angrily lashing its sides with its tail. The boys eagerly rushed to meet the beast. Not until they were within fifteen feet of the growling animal did they stop. Spears ready, they stood motionless and waited for the charge. Suddenly the furious animal leaped into the air, straight at one of them. But the boy knew exactly what to do. Stepping lightly to one side, he let fly his terrible weapon, driving it forward with all the strength he had. It struck the lion squarely in the neck, killing the animal instantly. In a moment its growl ceased, and it lay motionless at the boy's feet. "You see," he said to Akeley's friend, "this is not a hard thing to do." He smiled as he wiped the blood off his spear.



STUDY

Let the following questions help you to prepare yourself for telling the story of the lion hunt :

1. What do you think is your worst fault when you tell a story?
2. Why is it that you have not yet succeeded in overcoming that fault?
3. Do you think that you could tell the story without falling into that fault?
4. How would you prepare yourself to do it?
5. Would it be a good plan for you to tell the story at home several times and to try to overcome that fault each time you tell the story there?

Speaking. Tell the story of the lion hunter. Remember that your classmates know the story as well as you do. They will be interested in your way of telling it.

P
R
A
C
T
I
C
E

Your classmates will be glad to praise what is good in your story-telling. Then they will point out your faults as a speaker. Would it not be interesting if they did not name the fault you had been practicing to overcome? Perhaps you have really overcome it. But what faults do they mention? Think how you can overcome these. Then try to do it.

Giving the Story a Name

Class Conversation. Which of the following is the best title for the story?

Spearing Lions
The Boy Hunters
The Lion and the Boys
The Lion Hunt
A Thrilling Adventure

What must a good title do? How does a good title differ from a good beginning sentence?

As pupils suggest titles, all good ones will be written on the board by those who give them. How should a title be written? Can you tell from the titles above?

61. Using Quotation Marks

1. The boy hunter said, "It is easy."
2. Akeley's friend answered, "But it is dangerous."
3. "Do you think so?" replied the brave boy.

S
T
U
D
Y

1. What did the boy hunter say? What are the very words he himself spoke?
2. What did Akeley's friend answer? What are the words that he used himself?
3. What, in his own words, was the brave boy's reply?
4. Do you see those little marks (" ") before and after what the hunter said?
5. Can you find the same marks before and after the words spoken by Akeley's friend?

When we tell what someone has said and use the words he himself spoke, those words are called a **quotation**. So "It is easy," in the first sentence, is a quotation. So "But it is dangerous," in the second sentence, is a quotation. "Do you think so?" in the third sentence, is a quotation.

When we write a quotation, we do three things:

1. We place little marks (" "), called quotation marks, before and after the quotation.
2. We begin the quotation with a capital letter.
3. We separate the quotation from the rest of the sentence, usually by a comma.

Copying. To make sure that you have learned the three things that are done when quotations are written, copy the three sentences at the beginning of this section. Several pupils may copy on the board.

Correction. After you have helped to correct the sentences on the board, correct your own, either alone or with a classmate.

Writing. Finish each of the sentences below by adding a quotation. Thus, you might finish the fifth so that it would read as follows:

John asked, "Where is Africa?"

Some of the writing may be done on the board.

1. Helen said
2. The boy shouted
3. The stranger remarked
4. The man said
5. John asked
6. The visitors asked
7. The girl begged
8. asked Mary.
9. answered Fred.
10. replied several boys.

Correction. The entire class will correct the sentences on the board. Then correct your own with the help of a classmate. What are the three things to have in mind when you look for mistakes in the writing of quotations?

° 62. Writing Abbreviations

Short forms like *Jan.* for *January*, *Sun.* for *Sunday*, or *Dr.* for *Doctor* are called **abbreviations**.

Test. The following sentences contain some common abbreviations that you may know very well. You have used them in your writing. As a test of your knowledge, write the sentences as the teacher

dictates them, but write as an abbreviation every word whose short form you know.

1. Jan. 6, 1930, Mr. and Mrs. W. B. Davis wrote to Dr. Wm. Leeds, who lives at 75 W. Adams St., Yorktown, Mich.

2. Important holidays occur each year on these dates: Feb. 22, Nov. 11, and Dec. 25.

3. Mrs. Chas. A. Smith and her daughter Miss Smith went to visit Dr. and Mrs. B. L. Brown, 33 Thornton Blvd., Madison, Wis.

° 63. Writing the Names of the Holidays

- | | |
|--------------------------|---------------------|
| 1. New Year's Day | 6. Independence Day |
| 2. Lincoln's Birthday | 7. Labor Day |
| 3. Washington's Birthday | 8. Halloween |
| 4. St. Patrick's Day | 9. Thanksgiving Day |
| 5. Memorial Day | 10. Christmas |

Writing. Copy this list of the holidays and write after each name the date of that holiday next year.

Correction. With a classmate compare your copy with the list above. The following questions will help you find mistakes:

1. Does each word in each name begin with a capital letter?

2. Is each name spelled correctly?

3. Has the 's in four of the names been written correctly?

4. Are the dates correct and correctly written with a comma in the right place?

°64. Writing Contractions

- | | |
|-----------|----------|
| 1. do not | 1. don't |
| 2. is not | 2. isn't |
| 3. I will | 3. I'll |

Do not and *don't* mean the same thing; so do *is not* and *isn't*; so do *I will* and *I'll*. The shorter forms *don't*, *isn't*, and *I'll* are made by dropping a letter or several letters from the longer forms. So *I'll* is two letters shorter than *I will*. The mark (') that shows where letters have been dropped is called an apostrophe. The apostrophe (') in *don't* means that the letter *o* has been dropped out of *not* in *do not*.

Shortened words like *don't*, *isn't*, and *I'll* are called **contractions**.

Speaking. Below is a list of contractions. What does each contraction stand for? What omitted letter or letters does each apostrophe stand for?

- | | | | | |
|------------|---------------|-----------|-------------|------------|
| 1. doesn't | 6. wasn't | 11. I'm | 16. I'll | 21. you're |
| 2. isn't | 7. weren't | 12. he's | 17. you'll | 22. we're |
| 3. aren't | 8. don't | 13. she's | 18. we'll | 23. we've |
| 4. haven't | 9. wouldn't | 14. I've | 19. they'll | 24. can't |
| 5. hasn't | 10. shouldn't | 15. it's | 20. they're | 25. shan't |

Writing. Several pupils may go to the board. Each may make and write a sentence containing one or more of the contractions in the list above. After the class has read, enjoyed, and corrected these sentences, other pupils may write others; and so on, until everyone in the class has written at least one sentence.

65. Test, Review, and Final Practice: Correct Usage

Test. 1. The following sentences contain the words the correct use of which you have studied and should know well. Choose the correct word from each parenthesis in group *A* and write it on a sheet of paper, together with the number of the parenthesis. When the correct list is read aloud, check what you have written. What is your score for this group?

2. What is the best score you can make for the sentences of group *B*?

3. What is your best score for group *C*?

A

1. I (seen ¹ saw) a robin today. Have you (saw ² seen) any this year?
2. (Were ³ Was) you in the garden when I (saw ⁴ seen) him?
3. He (came ⁵ come) before we had (went ⁶ gone) for the milk. Where (was ⁷ were) you then?
4. Have you never (saw ⁸ seen) (none ⁹ any) of (those ¹⁰ them) little yellow and black birds?
5. I (have ¹¹ haven't) (ever ¹² never) (saw ¹³ seen) that kind of bird.
6. (Them ¹⁴ Those) birds (aren't ¹⁵ ain't) often seen here.
7. (May ¹⁶ Can) I go with you to the woods? Will you (learn ¹⁷ teach) me the names of the birds?

8. I have (did¹⁸ done) my work. I (did¹⁹ done) my examples yesterday.
9. My paper is (lying²⁰ laying) on my desk.
10. If you will (teach²¹ learn) me the names of (them²² those) birds, I'll (learn²³ teach) you something else some day.

B

11. A book (lay²⁴ laid) on the chair. On it was (lying²⁵ laying) a boy's cap. Are (those²⁶ them) yours?
12. They (ain't²⁷ aren't) mine. This (isn't²⁸ ain't) mine, and that (ain't²⁹ isn't) mine.
13. I (haven't³⁰ have) never (saw³¹ seen) (those³² them) things before.
14. They (were³³ was) here before I (come³⁴ came).
15. When she (went³⁵ gone) to town, she (done³⁶ did) a number of errands.
16. (Was³⁷ Were) you with her? (Was³⁸ Were) she with you? Where (was³⁹ were) you two?
17. Going to town (learns⁴⁰ teaches) one many things.
18. It (teaches⁴¹ learns) one to be careful when crossing a street.
19. I cannot do the first example. (Can⁴² May) you?
20. (Can⁴³ May) I see how you began it? Who (learns⁴⁴ teaches) you to work so fast?

C

21. When I (saw ⁴⁵ seen) you laugh, I knew I had (did ⁴⁶ done) something funny.
22. Then you (come ⁴⁷ came) and (taught ⁴⁸ learned) me how to do (them ⁴⁹ those) things right.
23. I have never again (gone ⁵⁰ went) to (no ⁵¹ any) circus like that.
24. (Aren't ⁵² Ain't) (them ⁵³ those) clowns comical?
25. (Was ⁵⁴ Were) you there when we (was ⁵⁵ were)?
26. The animals (were ⁵⁶ was) (laying ⁵⁷ lying) in their cages when we (saw ⁵⁸ seen) them.
27. Not one of them (did ⁵⁹ done) (nothing ⁶⁰ anything).
28. When another circus comes, (may ⁶¹ can) I go?
29. Many circuses have (came ⁶² come), but we have not always (went ⁶³ gone).
30. Circuses (teach ⁶⁴ learn) you things. (Can ⁶⁵ May) I go to the next one?

Drill in Correct Usage. If the test shows that you need the drill, read the sentences of one or more of the three groups above until your time record tells that you have had enough of this practice.

°Perhaps the teacher will ask you to read the drill sentences on some other page in this book. Perhaps you need drill for one word only, not for all that you have studied. The Index will help you find drill sentences for that word.

66. Review and Final Practice: Sentence Study***Too Many and's***

Reading. Read the following paragraphs not as they are written but without the *and's* that are not needed. Where you omit one of those *and's*, you should usually bring the sentence to a close. How? By dropping the voice and making a short, clear-cut pause before beginning the next sentence.

1. A great wave carried Robinson to the shore and he lay there a long time and at last he arose and he walked about wondering where he was and he could hardly believe that he was the only one of all the ship's company that was saved. Indeed, he never saw a single one of his comrades again and the only sign that he ever had of them afterwards was a cap and two or three hats and a shoe.

2. He began to look about to see what kind of place he was in and he wondered what to do next and his clothes were wet and he had nothing to eat or drink and he thought he might be killed by wild beasts and he had no weapon with which to defend himself and, in a word, he had nothing about him but a knife and a pipe and a box with a little tobacco and he began to be worried over what might become of him in this strange country if there were dangerous animals in it.

3. He decided to climb a thick bushy tree and he thought he would be safer there than any-

where else and having climbed the tree he settled himself in a fork in the branches in such a way that if he should sleep he might not fall and at last he fell asleep and since he was very tired he slept very comfortably the whole night through and it refreshed him greatly.

4. When Robinson awoke it was broad day and the weather was clear and the storm was over, so that the sea did not rage and swell as before and what surprised him most was that the ship was still afloat and he could see it clearly about a mile from shore and he wished that he were on it to save some things for his use.

5. A little after noon he found that the sea was very calm and he saw that the tide was so far out that he could come within a quarter of a mile of the ship and he pulled off his clothes and took to the water and when he came to the ship he saw that he should have a hard time getting aboard and he swam around her twice looking for something by which to pull himself up and the second time he spied a small piece of rope which hung from one of the chains and with the help of this rope he got up into the ship.

6. He found that the food on the ship was dry and untouched by water and being hungry he sat down and ate his first good meal in several days and while he was eating he looked about and made up his mind what to take with him when he returned to land and there was no boat, but Robinson knew where there were boards and he hastened to make a raft and when he had finished

it he found it strong enough to carry any reasonable weight.

7. First of all he got several large chests and he filled these with bread and rice and three Dutch cheeses and a little corn that was left on the ship and he looked for some clothes and found enough for the present and there were other things he needed more and he found a carpenter's chest and this was a very useful prize to him and more valuable than a box of gold would have been at the time and all these things he loaded carefully on his raft.

8. His next care was for powder and arms and he found two very good shotguns in the cabin and two pistols and all these, together with a barrel of powder, he got to his raft and now he began to think of how to reach shore with his load and he discovered that he had no sail and no oar and no rudder and the least wind would have roughened the sea and made it impossible for him to get his raft to the land.

9. He looked about and found three broken oars and now losing no time he put out to sea and for a while everything went well and he hoped to find a good landing place where he might bring his cargo to land and before long he was lucky enough to discover a little inlet and when he entered this the strong current of the tide carried him into a cove and here at last he brought his raft safely to shore.

DANIEL DEFOE, "The Adventures of Robinson
Crusoe" (*Adapted*)

Writing Sentences

The following paragraphs have no capital letters or punctuation marks. See how hard they are to read. Can you tell where one sentence ends and the next begins?

1. did you ever hear of columbus it was he who discovered america he sailed across the ocean many years ago everybody thought he would never come back he sailed on and on until he found america

2. only indians were living here then do you think they were surprised when they saw columbus they had never seen white men before they had never seen ships so large as those of columbus they thought columbus and his men had come down from the sky

3. when columbus returned to spain he was received with great honors he was the hero of the day the king and the queen gave him presents they asked him to sit at their side as an equal

4. soon he decided to make another voyage across the wide ocean the first time he had only three ships this time he had seventeen why did everybody want to go now everybody thought he would become rich if he sailed with columbus to america

5. he sailed about for three years it was a hard voyage he built a little town trouble met him on every hand the indians were not always friendly his own men were not always easy to manage at last he returned to spain later he made two more voyages to america

Silently read and answer the following numbered questions, in preparation for the writing that you will do afterwards. This sort of work is called studying. Have you learned to study during the year? Can you do it easily?

1. With what kind of letter should a sentence begin? With what word does each sentence in paragraph 1 on page 159 begin?

2. With what kind of mark should a sentence end? Can you find a sentence in the first paragraph that should not be followed by a period?

3. With what kind of letter should a person's name begin? With what kind of letter should the name of a country begin? Can you find such names in the first paragraph?

Copying. 1. Copy paragraph 1 on page 159, writing capital letters and periods (or question marks) where these are needed. Then, with a classmate, correct your work. If there is no mistake in it, you need not copy any further.

2. In the same way copy the second paragraph, if you made a mistake in copying the first. Did you copy the second correctly? Then you need not copy the third. Instead, help other pupils correct their copying.

3. In the same way, if necessary, copy one or more of the remaining paragraphs. The more you need to copy, the more you should copy.

**67. Review and Final Practice: Spelling
Troublesome Words**

The following are the troublesome words you have been studying. Probably you are now able to spell most if not all of them. The game will show.

1. an	11. hear	21. our	31. then
2. and	12. here	22. pair	32. their
3. are	13. knight	23. peace	33. there
4. blew	14. knows	24. pear	34. to
5. blue	15. meat	25. piece	35. too
6. eight	16. meet	26. read	36. two
7. for	17. night	27. red	37. weak
8. four	18. nose	28. road	38. wear
9. half	19. off	29. rode	39. week
10. have	20. or	30. than	40. where

Game. Let sides be chosen by two leaders, each of whom tries to select only good spellers. Let as many pupils of one side (side A) go to the board as can write there without crowding. What are they to write? The leader of side B reads them a sentence made by his side. This sentence contains a number of the words in the list, the more the better, but it must not be too long. When each pupil at the board has finished writing it, side B looks each one's sentence over for mistakes. These mistakes count against side A.

Now side B goes to the board and writes. This time the sentence, made by the pupils on side A, is dictated by their leader. Again mistakes are counted.

So the game goes on, the side making the fewer mistakes winning. It saves time to have one side make up sentences while the other is busy writing.

68. Review and Final Practice: Letter Writing

19 Beach Road
Lakewood, Ohio
June 6, 1930

Dear Julia:

Can you guess why I am glad that the summer vacation will begin soon? Then Mother will take me again to Colorado to your father's ranch, and you and I can play together as we did last summer.

Your loving cousin,
Helen Louise Thorne

S
T
U
D
Y

To make sure, before you begin to write, that you remember all you have learned about letter writing, silently read and answer the following questions:

1. Do you remember what the heading of a letter is?
2. Do you see in the letter above how the three parts of the heading are written?
3. Do you remember the name of the mark (:) that follows the greeting of a letter?

4. Is the first line of this letter indented? What does *indented* mean?

5. What are the two parts of the ending of this letter? Is there any mark in the ending?

Copying. Copy one or more of the following letters. How many? That depends on how well you do it. If your first copy shows that you know exactly how a letter should be written and can write it so, that is enough. But if you make mistakes copying the first, it seems that you ought to give yourself more practice by copying the second, and so on until you need no further practice.

Each paragraph below is a letter. It is to be made to look like a letter, with each part in its proper place and all punctuation marks where they belong.

1. Sweet Valley Ranch Jamestown Colorado
June 30 1930 Dear Father Here we are Mother
and I arrived at Uncle Frank's ranch at noon
today I am writing this to let you know Your
loving daughter Helen

2. Sweet Valley Ranch Jamestown Colorado
July 10 1930 Dear Father Julia and I are having
the very best of times She lets me ride on her
pony Your loving daughter Helen

3. Sweet Valley Ranch Jamestown Colorado
July 15 1930 Dear Father You cannot guess
what Uncle Frank has done He has bought me
a pretty little donkey Now I ride him when
Julia rides her pony Your loving daughter Helen

4. Sweet Valley Ranch Jamestown Colorado
July 25 1930 Dear Father I want to ask you a
very particular question today May I bring
Tommy home with me when I leave the ranch
Tommy is my donkey Your loving daughter
Helen

5. 19 Beach Road Lakewood Ohio August 1
1930 Dear Daughter Yes indeed bring Tommy
with you He will fit nicely into our four-room
flat The bathroom will make a good stable for
him I am sure the police will not mind if we
pasture him in the park I will sell our car at
once and ride to the office every morning on
Tommy instead Father

69. Summary: the Year's Aims and Gains

At the beginning of the year the following list tells us what we must learn to do in order to speak and write better English. As we read it during and at the end of the year it helps us to decide what gains we have made. Each aim, or gain, is stated as a rule of what a speaker or writer should do, as follows (numbers in parenthesis refer to sections in this book):

1. Stand erect, on both feet, and look at the audience in a friendly way. (3, 14, 17, 44, 48)
2. Without straining or raising the voice, speak loud enough to be easily heard. (1, 14, 17, 20, 24, 26, 33, 44, 48)
3. Speak distinctly, not mumbling the words, and in a pleasant tone of voice. (14, 16, 20, 26, 33, 44, 48)
4. Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year. (5, 18, 20, 50)

5. Use correct English, avoiding particularly the common errors that have been studied or reviewed during the year. (*Saw, seen*, 6, 16, 36, 42, 65; *did, done*, 6, 16, 36, 42, 65; *came, come*, 6, 16, 36, 42, 65; *went, gone*, 6, 16, 36, 42, 65; *was, were*, 6, 16, 36, 42, 65; *learn, teach*, 13, 16, 65; *may, can*, 19, 65; *isn't, aren't*, 30, 65; *those, them*, 42, 65; *no, not, never*, 47, 65; *lie, lying, lay, lain*, 54, 65)
6. Choose fitting words, words that express truly what you wish to say; and do not use the same word too often. (14, 44)
7. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation. (40)
8. Be able to say the same thing in more than one way. (53)
9. Know what a sentence is. (9, 10, 23, 26, 52, 66)
10. Make a suitable pause between sentences. (4, 37, 43, 66)
11. Avoid using unnecessary *and's*. (3, 33, 37, 43, 66)
12. Show politeness. (10, 31, 32, 45)
13. Have something worth while to say, something that will inform or entertain the hearer or reader. (1, 17, 24, 54)
14. Choose a subject of the right size — small enough for everything of interest to be said about it. (1, 2, 4, 7)
15. Begin the talk, story, report, or letter with a promising sentence. (2, 20, 35, 44, 46, 48, 49)
16. Stick to the subject. (8, 46)
17. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end. (8, 33, 45, 58)
18. Know how to end your talk or story suitably. (26, 35, 48)
19. Telephone distinctly, politely, and without waste of time or words. (31)
20. Have a clean, neat-looking paper. (11)
21. Leave margins around the writing, wide enough to look well. (11, 15, 25, 38, 46, 49, 59)
22. Write plainly. (11, 38, 46)
23. Spell correctly, particularly certain troublesome words that you have studied or reviewed during the year. (11, 15, 25, 27, 38, 39, 46, 49, 57, 67)

24. Indent the first line of every paragraph; that is, begin the first line a little farther to the right than the other lines of the paragraph. (11, 15, 32, 38, 49, 52)
25. Arrange neatly and correctly the parts of a letter — the heading, the greeting, the body, and the ending. (11, 32, 38, 49, 56, 68)
26. Address the envelope neatly, plainly, and correctly. (29, 56)
27. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last. (8, 21, 35, 37, 48)
28. Know how to change a word meaning only one so that it will mean more than one. (34)
29. Know how to change a word so that it will express ownership or possession. (53)
30. Copy or write from dictation a short and suitable paragraph without making mistakes. (11, 23, 46, 66, 68)
31. Know what mistakes to guard against in your speaking and writing, and how to correct them. (32, 41, 60)
32. Criticize the speaking and writing of others both clearly and politely. (1, 39, 41, 55)
33. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject. (1, 7, 8, 55)
34. Overcome your faults as a speaker and writer by *practice*; that is, by doing the thing over and over, trying each time to do it better. (1, 4, 8, 26, 55, 60)
35. Observe the following rules, given on pages 502-506, for the use of capital letters and punctuation marks: *capital letters*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; *the period*, 13, 14, 15; *the question mark*, 16; *the exclamation mark*, 17; *the comma*, 18, 19, 20, 21, 22, 23, 24, 25; *the colon*, 26; *quotation marks*, 27, 28; *the hyphen*, 29; *the apostrophe*, 30, 31; *the underline*, 32.



LOWER BOOK

PART TWO

70. *Test* : How Well Can You Speak?

The boy whom you see before the class in the picture on the opposite page is telling a story. It is the story that is printed below. Notice how attentively his classmates are listening. Read what the girl has written on the board.

Those children are having a test. Each pupil tells the story in his turn, to show how well he can do it. The class points out where each story-teller is strong and where he is weak. In this way he learns what he needs to study and practice during the year.

THESEUS LEARNS OF THE GREAT FLAT STONE

Once upon a time there lived in a distant country a boy named Theseus, the bravest lad in all the land. When he was fifteen years old his mother took him to the top of a grassy hill behind the little fishing village that was their home. On that hilltop stood an ancient building from the steps of which one could see across the blue bay to the purple mountains on the opposite shore. She led him to a tall tree which grew beside the building and was

surrounded by a dense thicket, and she said:
 "Theseus, my son, go into that thicket. At the
 foot of the tall tree you will find a great flat stone.
 Lift it, and tell me what you see underneath."

CHARLES KINGSLEY, "The Heroes" (*Adapted*)

S
T
U
D
Y

† Do you know how to study? Have you learned
 to work alone? Prepare yourself for the test by
 silently reading and answering the questions below:

1. When you tell the story above, what will you tell
 first? What next? What after that?

2. Without looking at the story again, can you tell
 what kind of hill is spoken of, what kind of village,
 what kind of bay, what kind of mountains, what kind
 of thicket, and whether the tree was high or low?

3. How ought you to stand when you tell the story?

4. Can you make yourself remember to speak loud
 and distinctly?

5. Do you know that *Theseus* is pronounced *thē'sūs*?

Speaking. Tell the story. When you have finished
 speaking, your classmates will kindly say how well
 you have stood the test.

71. Test: Can You Think of Interesting Things to Say?

When you speak, two things count: (1) what you
 say, and (2) how well you say it. In the last exercise
 you were tested to show how well you could speak.
 Now let us see whether you have original ideas.

† Each **STUDY** may be used as a class exercise until pupils have learned to
 study alone. See explanation in Teachers' Manual.

The story of Theseus that you have been telling is an unfinished story. It does not tell what Theseus saw after he had rolled the great flat stone away. What was that? Perhaps you know the rest of the story. If you do, remember that now, as you make up the next part, you are asked to tell not what really happened but something altogether new. This will show whether you can think of interesting things to say.

In a certain school a boy named John told the following story of what happened when Theseus rolled the stone away :

Theseus saw a grating of heavy iron bars beneath which there was a framework with glass, like a window. It was a window! When he kneeled on the grating and rubbed the dust off the glass, he could see through it. What he saw astonished him.

He seemed to be looking down into a strange country with strange people in it. Far below him they went about their work and business without knowing that he was looking down at them through a hole in the sky. "I must visit that strange country," he cried, as he ran eagerly to tell his mother.

STUDY As you work on *your* ending for the story of Theseus, silently read and answer the following questions :

1. What are some of the things that Theseus might have seen underneath that stone?

2. Do you think that John gave an interesting answer to the question? Can you make up a better one?

3. Have you thought of anything like these:

(1) a bag of gold; .

(2) a magic lamp such as Aladdin had (if you know that story);

(3) a stairway leading to no one knows where;

(4) a stairway up which a giant was coming to see who had dared to roll the stone away;

(5) a steel box containing — what?

4. What does Theseus do when he sees what is beneath the stone?

Speaking. Tell your classmates what interesting thing Theseus saw and what he did then. Do not tell more than that. Four or five sentences will do, for this is a test not of how long you can talk but of how novel a story you can invent.

Class Conversation. The class will talk about the different stories told. At the end they will decide which pupils had the most original ideas.

° If you wish to tell a second story about what Theseus saw and did, you may do so, but be sure that it is an interesting story to which you ask the class to listen.

72. Improving Your Speaking

The two tests that you have just taken show that you need to improve your speaking in a number of ways.

° The sign ° means optional. See explanation in **Teachers' Manual**.



F. LAMONT

Silently read and answer the following questions :

1. Are you good at thinking of interesting things to say? Did the test show that?
2. Who do you think is the best speaker in the class? In what ways is he a better speaker than you are?
3. Is it true that you do not speak loud enough and distinctly? Why do you not?
4. Do you sometimes use incorrect English when you speak to the class?
5. What do you think your worst faults are as a speaker?
6. If you should make a list of things to which to give special attention as you strive to improve your speaking, what would you include in that list?

Of the things to be studied and practiced during the year, in order that you may become a better speaker, which one ought we to take up first? Perhaps the first practice ought to be in standing straight and speaking in a loud, clear, and pleasant tone of voice.

Speaking. As you follow the directions in paragraph 1 below, try to follow also those in paragraphs 2, 3, and 4 :

1. Tell your name, where you live, and the name of the school to which you go. Do it in short sentences, as Thomas did :

My name is Thomas Ebery.
I live at 346 Faraday Street.
I go to the Wilson School.

2. Stand straight, squarely on both feet, with hands at sides.

3. Look at your classmates, and look at them in a friendly way.

4. Speak loud enough for everyone in the room to hear you, speak distinctly enough for everyone to understand you easily, and make your tone of voice as pleasant as you can.

The question is whether you can do those four things at one and the same time.

P
R
A
C
T
I
C
E

In a friendly way your classmates will tell you in what respects you have succeeded and in what you have failed. Be glad to learn these things, for now you can speak again, giving the same information as before, but doing it better. You may have to try more than once before you succeed. Instead of telling your name, address, and school each time, you may give short sentences about the following matters or about something else that would be interesting:

1. Where your father and mother were born and where they have lived.

2. Whether you go to Sunday school and who teaches you at that school.

3. What your favorite game is and who taught you to play it.

4. Who your favorite moving-picture player is and when you last saw him in a play.

73. Test and Review: Do You Use Correct English?

A number of words that are often used incorrectly are contained in the sentences below.

Test. Write the numbers 1 to 31 on a sheet of paper. Opposite these numbers write the correct words from the parentheses in the following sentences. That is, opposite your number 1 write the correct word from parenthesis 1; and so on.

1. Who has (saw ¹ seen) my book? Where has it (gone ² went)?
2. It was (lying ³ laying) here when I (seen ⁴ saw) it last.
3. What have you (done ⁵ did) with it? Where has it (went ⁶ gone)?
4. (Were ⁷ Was) you in the room, or where (was ⁸ were) you?
5. The wild geese have (come ⁹ came) back from the North.
6. They have (went ¹⁰ gone) South. Where (were ¹¹ was) they last summer?
7. (Them ¹² Those) are the birds that I (saw ¹³ seen) last spring.
8. I (haven't ¹⁴ have) (never ¹⁵ ever) (saw ¹⁶ seen) (those ¹⁷ them) birds before.
9. (May ¹⁸ Can) I go with you to the woods?

10. Then you can (learn ¹⁹ teach) me about birds.
11. The cat (lies ²⁰ lays) on the bed. She just (come ²¹ came) in.
12. I'll (teach ²² learn) her a lesson. She will never (lay ²³ lie) there again. I never (seen ²⁴ saw) her (lie ²⁵ lay) there before.
13. What have they (did ²⁶ done) to (those ²⁷ them) pumpkins?
14. Who has (done ²⁸ did) this? Who has (came ²⁹ come) in here?
15. (Can ³⁰ May) I go and see where they have (went ³¹ gone)?

When the teacher reads the correct words, mark your paper. How well did you pass the test? Which words, if any, do you need to study more?

S
T
U
D
Y

In preparation for the drill below, learn to use correctly the words you missed in the test. The Index will tell you the pages on which those words are explained. Turn to the Index. Notice that it is somewhat like a little dictionary. Study it and try to find out how to make it help you.

Drill in Correct Usage. As you read the test sentences above, choose the correct word or words for each. Increase your speed with each reading. Perhaps the teacher will time you. Every mistake adds to your time, as does indistinct reading.

74. Choosing a Subject for a Talk

The teacher had asked each pupil to tell about something that had happened to him in the last day or two. Jane chose for her subject, "Going to School in the Morning." This is the talk she gave:

I kissed Mother good-by and started for school. At the corner I met Mary. We walked together and talked. After a while Lucy joined us. She wore a pretty new dress. A little dog ran out of a yard and barked at us. We were afraid he might bite us. We were careful at the crossing. A boy was hurt there last year. Mary said good morning to the policeman. The school bell began to ring. We walked faster. Soon we were in our seats and beginning our lessons.

Jane's subject is so large that it is really half a dozen subjects in one. It would have been better if she had taken one of these and talked about that.

We wish she had said something more about the little dog that dashed out of a yard, barking and showing its teeth, and frightened those girls. Then there is the story about the boy who was hurt at the crossing last year. We wish Jane had told more about that, as well as about Lucy's new dress. Jane does not tell us what kind of dress it was, what its color was, how Lucy looked in it, or what the girls said about it. That is a

story in itself. Still another story could be told about the policeman. We wonder whether the policeman is a friend of Mary's. Is he a jolly policeman who likes children? Perhaps he has a boy or a girl of his own.

It is easy to see that Jane talked about half a dozen subjects at one time. That is why she could tell so little about each one. "Going to School in the Morning" is too big a subject for a short talk.

Notice George's subject, "A Dog that Likes a Joke." George has picked out just one little thing that he saw on his way to school. Therefore, his talk will be not a list of things but a story about one thing. Here it is:

Every morning at schooltime a sly little terrier sits on his front porch and waits for three girls to come along. I think he laughs to himself as he waits, for he knows he is going to have some fun. When the girls reach the sidewalk by his yard, the fun begins. Barking furiously, he jumps up and dashes across the lawn as fast as his short legs can carry him. You would think he was chasing a burglar, or a bad boy who had smashed a window. It is only three girls going quietly to school. Still barking and showing his teeth, he follows them a short distance. The frightened girls look at him timidly, as they hurry away. He thinks it is a good joke that three big girls in the fifth grade are afraid of one little dog. Proudly he goes back to his porch and laughs again.

George has taken for his subject one of the many things about which Jane talked. George talked about that one thing and nothing else. Notice how much more interesting his talk is than Jane's.

Remember to choose a little subject rather than a big one. Choose a narrow subject, not a wide one. Choose some one little thing that you have seen or heard or that has happened to you, and tell about that when you speak.

Exercise. For practice in choosing subjects for talks, study the following numbered pairs. Each contains a subject that is too large for a talk and another that is narrow and more suitable. Tell in each case which is the better subject.

1. The Zoo

The Animals I Like Best to Watch at the Zoo

2. The Monkey Cage

Do Monkeys Like Candy?

3. Does Jocko Remember Me?

Watching the Monkeys

4. Feeding the Elephant

Can an Elephant Chew Gum?

5. What I Liked Best at the Circus

Going to the Circus

6. How I Lost My Pocketbook at the Circus

Going to the Circus

7. Going to the Circus

The Elephant that Could Stand on His Head

8. On the Way to School
How Fred Smith Was Run Over
9. Trying to Mail a Letter in a Fire-Alarm Box
On the Way to School
10. Studying the Spelling Lesson on the Way to School
On the Way to School
11. Helping Mother
How I Happened to Spill the Milk on the Carpet
12. How I Lost My Rabbits
My Rabbits
13. After-School Fun
I Win a Race on Roller Skates
14. Things to Do Saturdays
I Make the Highest Pair of Stilts

STUDY

As you study to prepare for the exercise below, silently read and answer these questions:

1. Have you heard or seen anything today about which you would like to tell the class?
2. Did you dream last night? Would the dream be an interesting thing to tell the class?
3. Who gets up first in the morning at your house? Who gets up last? Is it easy for you to jump out of bed? Does your mother have to call more than once? Would this make an interesting story to tell?
4. Did you ever tear a shoe lace as you were hurrying to get ready for school? Why not tell about that?
5. Can you sew? Perhaps you have made dolls' dresses. The class would enjoy hearing what trouble you had when you made your first doll's dress.

Speaking. Many little things are happening to everyone every day. Choose one of these. You are not to talk about it now but only to tell what it is. When you are called upon, rise in your place and give your subject. Give it in a few words, but be sure that it is not too large a subject for a short talk.

Class Conversation. The class will talk each subject over and decide whether it is too large. The class will try to help speakers narrow their subjects.

75. Starting Your Story Well

A boy began his story with this sentence :

One morning when Mother called me I did not jump out of my warm bed right away.

When you read that interesting sentence you wonder what happened next. Did the boy fall asleep again? Did his mother let him sleep right on until he was so late that he had to run to school without his breakfast? Or did his father come into the bedroom to wake him up? That beginning sentence makes us wish to hear the rest of the story. It is a good beginning sentence.

Read the beginning sentence of another story :

I did not hear the policeman calling to me as I was hurrying to school yesterday morning.

Are you not interested at once? Why did the policeman call? What did he do when he saw that the boy paid no attention to him? You want to know these things. A beginning sentence that wakes you up in this way is a good beginning sentence.

Look now at this sentence :

I am in the fifth grade in school.

You do not expect anything exciting to happen after such a beginning. You do not care to hear the rest of that story. This is not the best way to begin a story.

Exercise. Tell which of the following sentences would make interesting beginnings for stories, and explain why you think so :

1. I go to school every day.
2. I like to go to school every day except Friday.
3. One time I went to school on Saturday morning.
4. It was not easy for me to learn to ride a bicycle.
5. I have a bicycle.
6. I know how any boy can get a silver watch in less than one month.
7. My father has a gold watch.
8. I am afraid that I shall never see my cousin Lucy's pony again.
9. We have a radio set at our house.
10. Yesterday was my birthday.
11. I heard strange noises in our garage last night.
12. If I only had another chance, I should not spend all my pocket money for candy.

13. I dreamed last night that I was flying to school in an airplane.

14. My big brother has a new pocketknife.

15. When I lost my brother's new pocketknife, I did not know what to do.

S
T
U
D
Y

Prepare to make an interesting beginning sentence for a talk by silently reading and answering the following questions :

1. If the beginning sentence does not make the hearer wish to know what happened next, is it a good beginning sentence?

2. What is the subject you chose several days ago?

3. What interesting beginning sentence can you make for your talk about that subject?

Speaking. Rise and tell the class again what the subject is that you chose several days ago. Then give the beginning sentence of your talk. Give it in a clear voice in order that everyone in the room may understand it.

Class Conversation. Your classmates will talk about each beginning sentence and will try to make each poor one better.

76. Telling the Story of Some One Thing that Has Happened to You

You already know what you are going to talk about. You decided that several days ago. You have already made your beginning sentence. Now you need only to

tell your story, but that will not be easy if you wish to tell it so well that the class will really enjoy it.

S
T
U
D
Y

Study this question of how to tell your story well. Have you learned to study things out for yourself? The following questions will help you do this. Read and answer them silently.

1. Do you usually speak loud enough for everyone in the room to hear you?

2. Do you sometimes mumble, or swallow your words?

3. How can you make yourself remember to stand straight and to speak in a loud, distinct, and pleasant voice when you tell your story? How will this help your story?

4. In the test more than a week ago what faults in your speaking were pointed out by the class? How can you keep those out of your story?

5. What happens first in your story? What next? How does it end?

Speaking. Tell the class the story of some one thing that has happened to you.

P
R
A
C
T
I
C
E

The class will tell you two things: (1) in what way your story was enjoyable, and (2) how it might be improved. The first pupil in the first row may begin. Let us suppose that you are George and have just told the story "A Dog that Likes a Joke." Perhaps the first pupil says, "I like that

part of the story best, George, in which the little dog laughs to himself."

George nods pleasantly to this speaker. The nod means, "Thank you for that kind remark, Tom."

Now the second pupil in the first row, Fanny, rises to speak. Perhaps she will say: "You had an interesting story, George, but it was hard to hear you. It sounded as if you were talking through your nose."

Again George nods pleasantly, because he knows that everything said about his story is said to help him to do better next time.

Now the third pupil is asked to say what he thinks. Perhaps he says, "I think it was all very interesting, George."

But here the teacher interrupts. "That will not do, Fred. You must say in what special way you found the story interesting. Point out exactly what you liked and tell why you liked it."

Fred rises in his place again and now he says: "I liked your story, George, because it was funny. The little dog was playing a joke on the three timid girls. I agree with Fanny that it was a little hard to understand you."

So one pupil after another will tell what he thinks of your story. Listen and learn. Then try once more. Tell your story again, but this time avoid the mistakes you made before.

77. Correct Usage: *doesn't, don't*

It is incorrect to say: He *don't*. That means He *do not*, which you know is wrong. Say instead: He *doesn't* or He *does not*.

It is incorrect to say: John *don't* or Mary *don't* or The man *don't*. The right thing to say is: John *doesn't*, Mary *doesn't*, and The man *doesn't*.

Speaking. In preparation for the following game say several times rapidly but distinctly: *He doesn't, he doesn't, he doesn't, he doesn't, he doesn't*. In the same way repeat each of the following several times: *She doesn't sew well; The boy doesn't sing well; The horse doesn't trot well; The car doesn't run well*.

Game. A boy named Tom is sent from the room. The class selects one of its number, say Julia, to play that she lives in a distant city of the United States. Let us say the city chosen is Montgomery, Alabama. Now Tom returns to the room, and this conversation follows:

TEACHER. One of our number doesn't live in this city any more, Tom. She lives in another city. Can you guess which?

TOM [*asking a classmate*]. Does she live in the East, Fred?

FRED. No, she doesn't live in the East, Tom.

TOM. Does she live in the West, Helen?

HELEN. No, she doesn't live in the West, Tom.

TOM. Does she live in the South, Ralph?

RALPH. Yes, she lives in the South, Tom.

TOM. Does she live in Florida, Margaret?

MARGARET. No, she doesn't live in Florida, Tom.

TOM. Does she live in Alabama, Joe?

JOE. Yes, she lives in Alabama, Tom.

TOM. Does she live in Birmingham, Ray?

RAY. No, she doesn't live in Birmingham, Tom.

TOM. Does she live in Montgomery, Frank?

FRANK. Yes, she lives in Montgomery, Tom.

Every question must begin with the words *Does he* (or *she*) *live in* and every answer with either *Yes, she lives in* or *No, she doesn't live in*. Besides, every question and answer politely includes — whose name?

78. Pronouncing Correctly

Can you pronounce correctly the words you have been studying during the last year or two? These are given in the Appendix, pages 499–500.

Test. With the class listening attentively, to catch you in a mistake if you make one, read the words in groups *A* and *B* on pages 499–500. Speak each word distinctly, in order that everybody may be sure how you pronounce it. Can you do this without a mistake?

Review. Make a list of the words you mispronounced, and study them until you can pass the test above with a perfect record.

The following words are sometimes pronounced incorrectly :

1. arithmetic

3. history

5. quiet

2. machinery

4. stomach

6. apron

Notice how these words are printed below. Each is divided into parts called **syllables**, and a mark (') called an **accent** is placed after the syllable that is accented or spoken more strongly than the other syllables of the word.

1. a-rith'me-tic

3. his'to-ry

5. qui'et

2. ma-chin'er-y

4. stom'ach

6. a'pron

Listening. The important things to notice as the teacher pronounces these words for you are :

1. That the third syllable in *arithmetic* is not *ma*.
2. That *machinery* is pronounced like *machine* with the two syllables *ery* added.
3. That *history* has three syllables, not two.
4. That *stomach* is pronounced as if it ended in *uk*, like *hammock*.
5. That *quiet* has two syllables.
6. That in *apron* the first letter after the *p* is *r*. Say *run*, then say *prun*, then say *apron*.

Speaking. 1. Pronounce each word after the teacher. Then try to pronounce the six words without help.

2. Make sentences containing those six words. Try to use as many of them as you can in one sentence. Notice the following two sentences :

In all *history* there had never been such *quiet machinery*,

In that *quiet* spot, far from the noise of *machinery*, the boy lay on his *stomach*, read his *history*, and worked his *arithmetic*.

As you speak your sentences do not forget to pronounce correctly the troublesome words you have been studying.

79. Breaking Yourself of the "*and*" Habit

Do you remember the great flat stone which the mother of Theseus asked him to lift away? Under it he found his father's sword. Seeing that sword made him wish to do famous deeds.

The story of what Theseus did first is told below as many pupils would tell it, with too many *and*'s. Notice, as you read, how the *and*'s that are not needed spoil the story.

THESEUS CLIMBS THE SPIDER MOUNTAINS

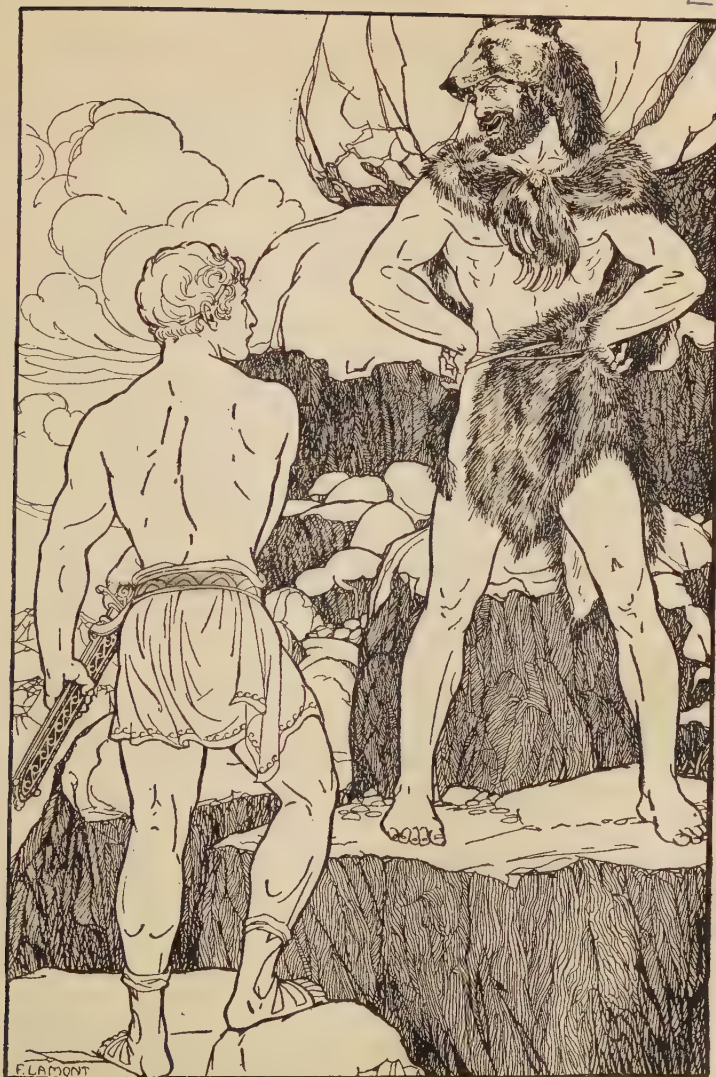
1 Theseus stood there and his mind was full of
2 many hopes and he said: "I will win honor and
3 fame and I will do deeds that shall make my father
4 proud of me. Where can I go to find strange ad-
5 ventures? I will go into the mountains and per-
6 haps there I shall find great deeds to do."

7 So he started away and his father's sword hung
8 at his side and he came to the Spider Mountains.
9 Here the valleys and gullies run from the peak
10 downwards and they spread like a spider's web and
11 he went up into those gloomy gullies and at last
12 the green fields and cities of men were far below
13 him and about his head the damp clouds sailed by
14 and he went up and up, through the spider's web
15 of gullies and glens and in time he came to a great

BEFORE

ERO

Fe



"DO YOU NOT KNOW THAT I AM THE SPIDER OF
THESE MOUNTAINS?"

16 heap of stones and he must go over these in order
17 to cross the mountains.

18 On the stones a man was sitting and he was
19 wrapped in a bearskin cloak and the head of the
20 bear he used for a cap and the animal's teeth
21 gleamed white around his brows and the animal's
22 feet were tied around his throat and its claws
23 gleamed white on his broad chest. He saw
24 Theseus and he arose and laughed till the echoes
25 rang in the glen and "Who are you?" he shouted
26 to Theseus. "Who are you that you walk like a
27 foolish fly into the Spider's Web? And do you not
28 know that I am the Spider of these mountains?"

CHARLES KINGSLEY, "The Heroes" (*Adapted*)

S
T
U
D
Y

To prepare for reading the story above without the *and's* that are not needed, silently study it with the help of the following questions:

1. Can you find in the story any *and's* that are needed? Is there one in line 15? Are there others?

2. Would line 1 be improved if you said *with* instead of *and*, dropped the *was*, and ended the sentence with the word *hopes*? Then that line would read:

Theseus stood there with his mind full of many hopes.

3. Would line 7 be improved if you said *with* instead of *and* and dropped the word *hung*?

4. If you dropped the first *and* in line 10, said *spreading* instead of *they spread*, and ended the sentence with *web*, would the sentence be improved?

5. Would line 18 be bettered if you dropped the *and* as well as the words *he was*? Then that sentence would read:

On the stones a man was sitting, wrapped in a bearskin cloak.

6. Would the sentence beginning in line 23 be improved if you began it with *When* and dropped at least one *and*?

7. As you read the story to yourself, dropping every *and* that is not needed, can you see that the story has been improved?

Reading. Read the story to the class, improving it by omitting unnecessary *and*'s, as well as making other changes called for by the dropping of *and*'s. Remember to make a short, clear-cut pause between sentences. You may have to read the story more than once before you can read it smoothly.

Speaking. Now try to tell the story without using unnecessary *and*'s.

80. Reading a Poem Aloud

Casabianca (pronounced *ka'za-byan'ka*) is the name of a boy who stuck to his post on the deck of a burning ship. The vessel caught fire during a sea fight. Before the battle began, his father, the captain of the ship, had given him his position on the deck. "Stay here," the father had said earnestly, "stay here until I send word that you may leave. It is a dangerous post, but

I expect you to stick to it until the battle is over. Remember, you are the captain's son." He was only ten years old, but he understood.

Listen to the true story of a brave boy, as the teacher reads this poem to you :

CASABIANCA

The boy stood on the burning deck,
Whence all but him had fled ;
The flame that lit the battle's wreck
Shone round him o'er the dead.

Yet beautiful and bright he stood,
As born to rule the storm ;
A creature of heroic blood,
A proud, though child-like form.

The flames rolled on ; he would not go
Without his father's word ;
That father, faint in death below,
His voice no longer heard.

He called aloud, "Say, father, say,
If yet my task is done !"
He knew not that the chieftain lay
Unconscious of his son.

"Speak, father !" once again he cried,
"If I may yet be gone !"
And but the booming shots replied,
And fast the flames rolled on.

Upon his brow he felt their breath,
 And in his waving hair,
 And looked from that lone post of death
 In still, yet brave despair.

And shouted but once more aloud,
 "My father! must I stay?"
 While o'er him, fast, through sail and shroud,
 The wreathing fires made way.

They wrapt the ship in splendor wild,
 They caught the flag on high,
 And streamed above the gallant child,
 Like banners in the sky.

There came a burst of thunder sound;
 The boy, — oh! where was he?
 Ask of the winds, that far around
 With fragments strewed the sea, —

With mast, and helm, and pennon fair,
 That well had borne their part, —
 But the noblest thing that perished there,
 Was that young, faithful heart.

FELICIA DOROTHEA HEMANS

Speaking. 1. Before you read the poem aloud, make sure that you understand it. Give the meaning of the first stanza in two or three short sentences. Thus, you might say:

A battleship was on fire. Everyone had left it.
 Only a boy remained on the deck among the dead.

2. In the same way give the meaning of each of the other stanzas. The class will decide whether the meaning of each has been expressed exactly.

Reading. 1. Read the first stanza aloud. In order to read it well, you must see the picture which the stanza gives. Then your hearers will see it too.

2. Read the second stanza. Perhaps it would be a good plan for each pupil to read only one stanza. If he does this well, another pupil may read the next one. If, however, he has not read so well as he should, he must try again until the class is satisfied.

Contest. Teams of three pupils each may practice reading the poem, in preparation for a contest. The first pupil on each team may practice the first three stanzas, the second pupil the next four stanzas, and the third pupil the rest of the poem. Why do we divide the poem into these parts? After there has been enough practice, with each team working by itself, the teams may read before the class. The class will select the winning team.

Perhaps you will ask visitors in to hear the contest. How will you invite them? Do you know how to invite them by letter?

81. Writing a Letter

You would enjoy writing letters of invitation to your parents and friends, asking them to come to the poem-reading contest. Such letters would have to be written

very carefully. It would not do to have mistakes in them. Therefore, before you begin your letter writing, you had better take the following test.

Test. Rewrite the paragraph given below, arranging it in correct letter form and inserting punctuation marks where they belong :

77 Lindbergh Street Little Falls Minnesota
October 1 1929 Dear Mother We have been studying a poem about a brave boy who stuck to his post on a burning battleship Next Friday afternoon at two o'clock teams of pupils will read the poem aloud to see which team can read it best I am on one of the teams We are practicing every day and hope to win I do wish you would come to hear the contest Your loving daughter Annabel

Correction. With the help of a classmate compare your letter and his with the letters on pages 222 and 238. Have you written the heading of your letter correctly? Have you the right mark after the greeting? Is the first line of the body of your letter indented? Is the ending written correctly?

Abbreviations

In writing the heading of a letter, as well as the address on the envelope, it is sometimes convenient to use certain short forms, called abbreviations. So *St.* is written instead of *Street*, *Ave.* instead of *Avenue*, *R.F.D.* instead of *Rural Free Delivery*, *Minn.* instead of *Minnesota*, *N.J.* instead of *New Jersey*, *Jan.* instead of

January. There are many others. A long list is given in the Appendix, page 501.

It will be better for you not to use the short forms very much, if at all. As a rule, write each word in full. When you must use a short form, look it up in the Appendix, note how it is written, and note the period after it, in order that you may write it correctly.

Writing. Write your letter of invitation, correct it with the help of a classmate, if you cannot trust yourself to do this alone, copy it if necessary, and send it off in an envelope addressed like the following :

Mrs. Henry Johnson
77 Lindbergh Street
Little Falls
Minnesota

° Perhaps you are a good letter writer. When your letter is finished and corrected, perhaps you would like to write a second one, to a friend. You may do this, if you will write it as carefully as the first.

82. Retelling a Story for Practice

You have been reading the poem about Casabianca over and over. You know the story of that brave boy

so well that you could tell it at a minute's notice. But could you tell it well? Anybody can tell a story poorly. You do not need to go to school to learn that.

What Is Good Speaking?

Class Conversation. 1. What are some of the things you must think about if you would tell the story well? The teacher will write them on the board as you give them. After this list has been made as complete as you can make it, refer to the Summary, pages 314-316, to see whether you have forgotten anything.

A Promising Beginning Sentence

2. One of the hardest things to do in telling the story of Casabianca is to make an interesting beginning sentence. Let good beginning sentences be suggested, which the class may talk over. The best ones may be written on the board. To begin with, some of the following may be discussed by the class:

1. Once upon a time there was a brave boy.
2. There was once a sea fight in which one of the battleships caught fire.
3. A ten-year-old boy stood alone on the burning deck of a battleship, waiting for the captain to give him permission to leave his post of duty.
4. This is the story of a brave boy who died on a burning battleship.
5. On the burning deck of a battleship stood a boy, all alone and unwilling to leave.

STUDY

As you study alone and prepare to tell the story well, let the following questions guide you :

1. What are the important happenings in the story that you must not forget?
2. The shorter you make the story, the better, if you leave out nothing important. What are some of the things you might leave out? In the poem the boy calls to his father — how many times? Need you give all these calls?
3. What interesting beginning sentence can you make?
4. What suitable closing sentence can you make?

Speaking. Remember that you are telling the story for practice in speaking. What are some of the things you need specially to practice? The class will watch for these. Perhaps you ought to name them. You might begin by saying :

“As I tell the story, I mean to do it without unnecessary *and*'s, without mistakes in English, and without mumbling my words. Please tell me whether I succeed.”

PRACTICE

If at first you don't succeed, try, try again. Listen to your classmates' friendly suggestions. Then tell the story, or a part of it, again — perhaps several times — until your speaking shows the improvements you wish.

83. Correct Usage : *Test and Review*

Test. Write rapidly on a sheet of paper the correct word from each parenthesis below, together with its number. Check what you have written when the teacher or a pupil reads the correct list.

1. She (**doesn't** ¹ **don't**) live in the East, and she (**don't** ² **doesn't**) live in the West.
2. (**Doesn't** ³ **Don't**) he know that I (**seen** ⁴ **saw**) him when he (**went** ⁵ **gone**) to our school?
3. I have often (**saw** ⁶ **seen**) him since.
4. I have sometimes (**gone** ⁷ **went**) to his school.
5. He has never (**come** ⁸ **came**) to visit our school.
6. He never (**come** ⁹ **came**) to my house.
7. Where (**were** ¹⁰ **was**) he last summer? Where (**were** ¹¹ **was**) you?
8. Will you (**teach** ¹² **learn**) me how to fish with a reel?
9. Then I can (**learn** ¹³ **teach**) the other boys.
10. (**Can** ¹⁴ **May**) I use your knife a minute, Tom?
11. (**May** ¹⁵ **Can**) I go with you to the museum?
12. (**Don't** ¹⁶ **Doesn't**) she remember what (**those** ¹⁷ **them**) things are used for?
13. Isn't that a cat (**laying** ¹⁸ **lying**) among (**them** ¹⁹ **those**) pillows? I have never (**seen** ²⁰ **saw**) her there before.

14. That child (don't ²¹ doesn't) know (anything ²² nothing).
15. He never (went ²³ gone) to (no ²⁴ any) school.
16. (Ain't ²⁵ Isn't) that strange?

Drill in Correct Usage. If your score in the test shows that you need further drill, read the sentences aloud until your time record shows that the correct words come to you quickly when you need them.

84. Writing a Letter

Imagine Fred Brown's surprise and pleasure when he received this letter yesterday :

Steamer *President Garfield*
Near Honolulu, Hawaii
October 10, 1929

Dear Fred :

I am wondering what kind of present you would like me to bring to you when I return next summer from my trip around the world. Write to me in care of Shepherd's Hotel, Cairo, Egypt, and tell me what would please you most. I shall visit many strange lands.

Your Uncle

Before you begin to write the letter called for below, read and answer these questions:

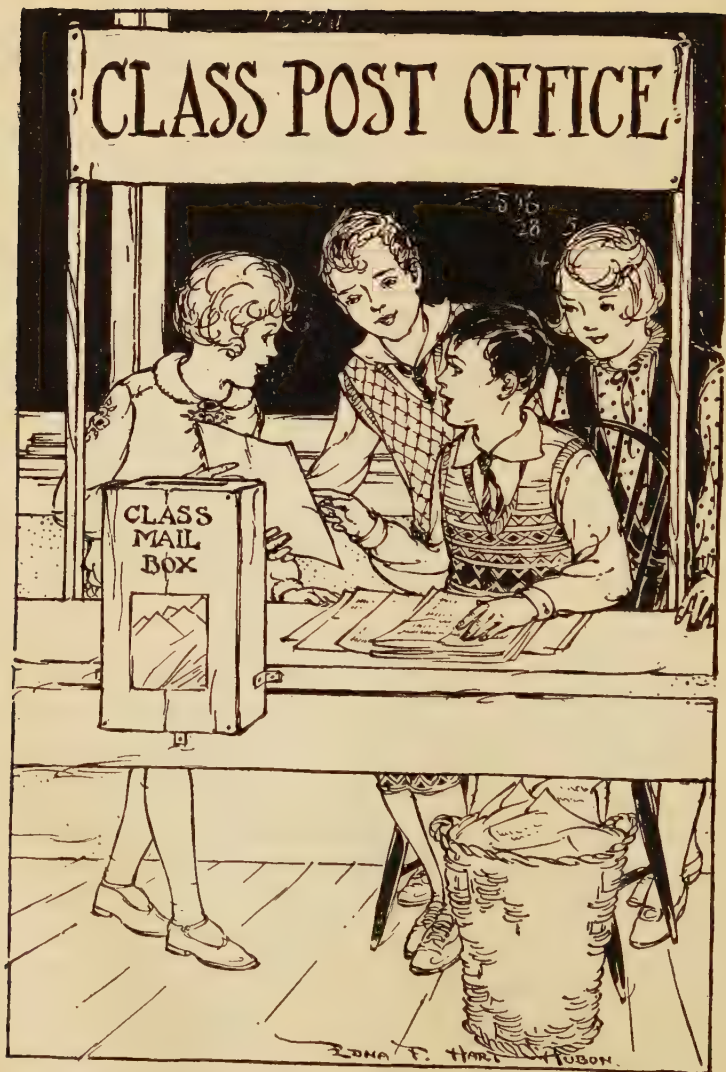
1. Would it please you to have your uncle bring you a boomerang from Australia, the curved club that returns to the thrower?
2. Do you wish a string of pretty beads from Egypt or Italy?
3. Would a tamed monkey from Africa please you?
4. Do you wish to own a real Scotch collie or Swiss Saint Bernard dog?
5. Would it be fun to pretend that one of your classmates is the uncle (or aunt) who wrote you the letter on page 200? What would you reply to him (or her) through the class post office?

Writing. Write the letter to your classmate uncle.

The Class Post Office

The pupil who wrote the best letter of invitation a week or so ago may now be the class postmaster. Other excellent letter writers may be his helpers. These will look over every letter that is dropped into the class letter box. Only letters that are correctly and neatly written will be delivered. Others must be corrected and perhaps copied. The postmaster and his assistants will point out mistakes and help the writers in other ways.

Class Conversation. Now each pupil will read aloud the letter he has received. Some of them will express very unusual wishes. The class will decide who had the most sensible, and who the most comical, wish.



THE CLASS POSTMASTER POINTS OUT A MISTAKE

85. Improving Your Speaking

Improvement in speaking comes exactly like improvement in playing marbles, catching ball, sewing, playing the piano, or driving a car — by doing the thing over and over and trying each time to do it better.

The pupils had been asked to make safety rules for persons crossing crowded streets and to give reasons for these rules. Two of their talks are given below :

1

An old man crossed a street in the middle of the block. A car came along very rapidly. The driver could not stop, for the street was wet and slippery. He could not help running over the old man.

Cross the street at the crosswalk and nowhere else.

2

I once crossed the street without watching the signal. When I got to the middle, I could go no farther. Cars were flying past me in both directions. The traffic policeman came and took me firmly by the arm. In a loud, distinct, but not very pleasant tone of voice he said, "Cross the street when the signal says cross, but at no other time."



CI
says CROSS

STREET SAFETY
Cross the Street
ONLY
when the signal says CROSS

Y
"STREET SAFETY"
Cross the street ONLY
when the signal says Cross

STREET
Cross the
when the signal says Cross

EDNA E. HART HUDON.

As you study those two talks and prepare to give one yourself, let the following questions guide you :

1. Have you ever seen a walker hit by an automobile? What had he done that he ought not to have done?

2. Have you ever heard about an accident which showed that the walker had been careless?

3. On which side of a country road should one always walk? Why?

4. Do you see that in both talks on page 203 the speakers begin by telling about an accident and end with the rule? The story of the accident shows why there should be such a rule. Could the rule be given first? Which way will you follow?

5. Can you give your rule in a very short sentence?

Speaking. When you have your talk well in mind, give it to the class.

First of all, praise will be given you for whatever is particularly good in your talk. Then will follow suggestions for improvements. The class may turn to the list in the Summary, pages 314-316, and decide which of those points you should specially have in mind as you try to become a better speaker. As you give your talk a second or even a third time try to make those special improvements.

Some pupils will need to practice longer than others. These others may begin work on the following project.

°*Project*

Where can you obtain a large sheet of cardboard — even two feet long — on which to write or print a rule for street safety? Each pupil will decide for himself

- (1) how wide a margin to leave;
- (2) how to word his rule, in order that it may be both clear and short;
- (3) how large to make his letters. Some will print a heading like the one in the sign on page 204.

Signs that are perfect may be hung on the walls of the halls and stairways, where everybody passing may read and take warning.

86. Pronouncing Correctly

1. I wish (ends NOT in *t* but in *sh*)
2. once (ends NOT in *t* but with the sound *s*)
3. twice (ends NOT in *t* but with the sound *s*)
4. such (*u* as in *much*, *crutch*)
5. touch (to rime with *much*, *Dutch*)
6. today (begins with *to*; *to-day*)
7. tomorrow (begins with *to*, ends NOT with the sound *r* but like *oh*)
8. address (accent on *dress* — *ad-dress*)
9. recess (accent on *cess* — *re-cess*)
10. perhaps (has two syllables, accent on *haps* — *per-haps*)

Listening. As the teacher pronounces the words above, each one several times, notice what is said in the

parentheses. Perhaps this will tell you how you have mispronounced some of the words.

Pronouncing. Pronounce the entire list of words as the teacher pronounces them to you again. Then try to pronounce them without help. Pronounce slowly at first, then more rapidly, while the class watches for mistakes.

87. Correct Usage: *It Is I, It Is He, etc.*

Do you understand what the following jingle means?

I, HE, SHE, WE, ALSO THEY

Learn about five words today.

I, he, she, we, also they,

After *is* or *was* you say.

Say this: "It is *I* or *he*,

It was *they* or *she* or *we*."

The following sentences show certain correct uses. Notice the incorrect uses in the parentheses.

1. It is *I*. (NOT It is *me*)
2. It was *he*. (NOT It was *him*)
3. It was not *she*. (NOT It was not *her*)
4. It wasn't *we*. (NOT It wasn't *us*)
5. It's not *they*. (NOT It's not *them*)

Speaking. Say rapidly several times *It is I, it is I, it is I, it is I, it is I, it is I*, etc. See how many times you can say *It is I* distinctly with one deep breath. In the same way practice saying each of these sentences :

- | | |
|--------------------|------------------|
| 1. It is they. | 6. It was she. |
| 2. It wasn't they. | 7. It isn't she. |
| 3. It isn't he. | 8. It is he. |
| 4. It's we. | 9. It's not we. |
| 5. It's not he. | 10. It's not I. |

Game. A pupil — let us call him Dick — leaves the room for a moment and returns to find that someone has placed a piece of chalk on his desk.

DICK. Who laid that chalk on my desk? Was it you, Mary? Was it John? Was it he? Was it Margaret? Was it she?

MARY. No, Dick, it wasn't I. It wasn't John or Margaret. It wasn't he and it was not she.

Then Dick asks another pupil the very same questions and receives the same three answers, until at last Dick comes to the pupil who did it or who must tell who did it. This one answers :

	Yes, Dick, it was I.
Or	Yes, Dick, it was she.

Review

Test. On a sheet of paper write the correct words from the following parentheses, together with their numbers, and check your work in the usual manner.

1. The lost dog never (**came**¹ **come**) back (**no**² **any**) more.
2. We never (**seen**³ **saw**) (**nothing**⁴ **anything**) of him again.
3. We don't know (**anything**⁵ **nothing**) about him.
4. We don't know where he has (**gone**⁶ **went**).
5. Have you (**saw**⁷ **seen**) any of my things (**lying**⁸ **laying**) in this room?
6. They (**was**⁹ **were**) (**laying**¹⁰ **lying**) on the chair.
7. Haven't you (**seen**¹¹ **saw**) (**nothing**¹² **anything**) of them?
8. I (**don't**¹³ **doesn't**) know (**anything**¹⁴ **nothing**) about (**them**¹⁵ **those**) things.
9. (**Doesn't**¹⁶ **Don't**) (**nobody**¹⁷ **anybody**) know where my things have (**went**¹⁸ **gone**)? Has nobody (**saw**¹⁹ **seen**) them?
10. What is that (**lying**²⁰ **laying**) under (**those**²¹ **them**) blankets?
11. That isn't (**nothing**²² **anything**) that I ever (**seen**²³ **saw**) before.
12. We (**were**²⁴ **was**) studying hard when the visitor (**come**²⁵ **came**).
13. What have you (**did**²⁶ **done**)? Was it (**he**²⁷ **him**) or was it (**me**²⁸ **I**) who bothered you?
14. Can you (**learn**²⁹ **teach**) me that song?
15. (**May**³⁰ **Can**) I try to (**teach**³¹ **learn**) it to you?

Drill in Correct Usage. Unless you made a perfect score in the test, you will need to read the sentences on page 209 for the usual drill. What is the best time you can make?

88. Studying Sentences

Let us begin this study of sentences by looking at some groups of words that are not sentences:

1. The boy.
2. Stood on the deck.

When you read the first group of words above, you know that it is not a sentence. "It does not tell anything," you say. "It is unfinished." The same is true of the second group. That does not make sense either. It is unfinished, like the first group. These unfinished groups are only parts of sentences. Something must be added to each before it makes sense. So, instead of saying only *the boy*, we can say:

The boy *called to his father*.

Or The boy *climbed over the fence*.

Or The boy *shouted with all his might*.

Instead of saying only *stood on the deck*, we can add something and say:

The captain stood on the deck.

Or *The sailors* stood on the deck.

Or *Several cannon* stood on the deck.

Or *The pirate* stood on the deck.

Exercise. 1. Can you tell quickly and easily which of these groups of words are sentences and which are not sentences?

1. The ship was burning.
2. Everybody had left it.
3. Only a boy.
4. The captain of the ship.
5. The captain of the ship was dead.
6. A great flat stone.
7. Lay on the ground before him.
8. Theseus could not lift it.
9. At last he lifted it with a shout.
10. Lay underneath.
11. A long sword.
12. He climbed the Spider Mountains.
13. The little lady with the pretty curls.
14. Was making a dress for her doll.
15. Sat in the armchair and studied his lesson.
16. A boy on Livingstone Street.
17. These fine birds.
18. Took first prize at the poultry show.
19. A picture book.
20. Two giggling girls.

2. Change into sentences those groups above that are not sentences.

3. Write some of your sentences on the board. When you do so, remember that a sentence must begin with a capital letter. Besides, it must end with a period (.) if it tells something. If it is a question, it must end with a question mark (?).

A sentence is a group of words that expresses a complete thought.

A sentence should begin with a capital letter.

A sentence that asks a question should end with a question mark.

A sentence that tells something should end with a period.

89. Learning More about the Dictionary

The words in the dictionary are not thrown together like pieces of paper in a waste basket. They are arranged in good order, so that each word can be found quickly when it is wanted. Those that begin with the letter *A* are placed at the beginning of the book, because the letter *A* is the first letter of the alphabet. Those that begin with *B* come next, because *B* follows *A* in the alphabet. Then, in order, come the words that begin with *C*, with *D*, with *E*, and so on to *Z*, the last letter of the alphabet. Therefore, you look for the word *address* near the beginning of the dictionary, under *A*, and for the word *zero* near the end of the book, under *Z*.

I

Let us begin our study of the dictionary with a drill in telling quickly where each letter is to be found in the alphabet. For this we shall divide the alphabet into three parts as shown at the top of the next page.

<i>The First Third</i>	<i>The Middle Third</i>	<i>The Last Third</i>
ABCDEFGHIH	IJKLMNOPQ	RSTUVWXYZ

Drill. 1. Pair off with a classmate. Ask him and let him ask you in which third of the dictionary various letters are. Continue the drill until both of you can answer instantly for any letter.

2. Ask again for various letters. This time the answer should include telling exactly where in its third of the book each letter is to be found. For instance, the letter *N* is in the middle third. It follows *M* and comes before *O*.

II

All words that begin with *a* are grouped under that letter in the dictionary. But how are they grouped? Why does *add* come before *aim*, *aim* before *amount*, *amount* before *apple*, and *apple* before *away*?

Look at the second letter in *add* and in *aim*. Which comes first in the alphabet, *d* or *i*? That is why *add* comes before *aim*. The second letter in *apple* is *p*. The second letter in *away* is *w*. Which comes first in the alphabet, *p* or *w*? That is why *apple* comes before *away*.

When both the first and second letters of two words are the same, as in *flag* and *fleet*, these words are arranged according to their third letter. When the third letter is the same, as in *flag* and *flat*, the words are arranged according to their fourth, and so on.

Exercise. Tell which word in each of these columns comes first in the dictionary, and why :

go	rat	flag	white	happening
get	roof	flat	while	happy
golf	rest	fast	wild	happiness
give	rope	fleet	well	happen
grit	room	fun	wool	happily

III

Notice that the three words below are divided into parts just as they are printed in the dictionary :

a-rith'me-tic
ge-og'ra-phy
dif'fer-ent-ly

You see that *arithmetic* is divided into these four parts : *a*, *rith*, *me*, and *tic*. Each of these parts is called, as you know, a **syllable**. The word *arithmetic* has four syllables. Each of the other two words above has four syllables.

Look again at the word *arithmetic* as it is printed above. The syllables are separated by a little mark (-) called a **hyphen** or by a little mark (') called the **accent**. Do you remember these two marks? The accent is used instead of the hyphen to show which syllable in the word is to be emphasized when you speak the word. Thus, when you say *arithmetic*, you emphasize the second syllable. Notice that the accent follows the second syllable of this word.

Game. Have your dictionary ready. When the teacher gives the word that is to be looked up, find it as quickly as you can. Raise your hand when you have it. If you are the first to find it, you may name the syllables into which it is divided. Do this by spelling the word as *arithmetic* is spelled here :

a, hyphen, *ri t h*, accent, *m e*, hyphen, *ti c*

Then pronounce the word to show which syllable is accented.

Some of the words that the teacher will probably use for the game are the following :

dictionary	electricity	yesterday
elephant	chameleon	almanac
hippopotamus	superintendent	everything
gymnasium	sarsaparilla	vegetable
newspaper	immediately	dangerous
attention	advertisement	commandment
regiment	everywhere	comfortable
lieutenant	handkerchief	independence
automobile	education	Thanksgiving
restaurant	photographer	celebration

Pronouncing Correctly

Exercise. Look up each of the following words in your dictionary. Try to pronounce it according to the directions given there. Probably you will need the teacher's help at first and until you understand better what the little marks in the dictionary mean.

- | | |
|------------|-----------------|
| 1. theater | 6. interesting |
| 2. coupon | 7. average |
| 3. pianist | 8. genuine |
| 4. piano | 9. handkerchief |
| 5. inquiry | 10. automobile |

90. Studying Sentences

When you listen to someone speaking or reading, can you tell easily where one sentence ends and the next begins?

Exercise. As the teacher or a pupil reads the first paragraph below, listen, with your book closed, and count the sentences. Then open your book and see whether your count was correct. In the same way count the sentences as you listen while the other paragraphs are read aloud.

USEFUL FACTS ABOUT SNAKES

1. There are four kinds of poisonous snakes in the United States. These are the rattlesnake, the copperhead, the water moccasin, and the coral snake. All four kinds are thick-bodied. All have blunt, club-shaped tails. All have broad, triangular-shaped heads. While the eyes of other snakes are round, the eyes of these snakes are vertical slits.

2. The coral snake is found only in the Southern States. Even there it is seldom seen. Its name suggests its brilliant markings. The water moccasin is found only in the Southern and Middle States. The rattlesnake is scattered all

over the United States. It is slowly being exterminated. There are few copperheads left. In fact, there are now scarcely any poisonous snakes in the settled parts of our country.

3. All other snakes in the United States are harmless. They are not only harmless but useful. They eat insects, field mice, and other pests. It is not likely that one person out of thousands has ever so much as seen a poisonous snake except in a museum or zoo.

4. If, however, you have been bitten by a poisonous snake, something should be done about it at once. What ought you to do? The giving of whisky is no longer advised. There is nothing better to do than to suck the poison out of the wound. The fangs of the snake make a very small opening. Therefore it is well to cut into the wounded place. Then squeeze the flesh and suck the blood. Do all you can to get all of the poison out. Lose no time. Every moment is precious.

5. Of every ten persons bitten by a poisonous snake, about one dies. A strong, healthy person is not likely to die from a snake bite. Perhaps the person bitten will become frightened or discouraged. Then a cup of strong coffee will do him good. It is best for him to move about, too. Why is this? It keeps the nerve centers active. This is good for the patient. Another important thing is to keep the wound clean. In this respect a snake bite is exactly like any other wound.

C. V. GULICK, "Emergencies" (*Adapted*)

91. Spelling Troublesome Words

The ten words below are easy to spell. They are troublesome only because they are sometimes confused with certain other words that sound like them but have a different meaning and a different spelling. After each word there are given certain other words in parenthesis. These will help you to remember better how the troublesome words are spelled or what they mean.

- | | |
|-----------|--------------------------------|
| 1. by | (by the road ; fly, my, why)' |
| 2. nun | (in the convent ; sun, run) |
| 3. no | (yes, no ; go, so) |
| 4. new | (old, new ; few, mew, pew) |
| 5. great | (a great man ; greatness) |
| 6. hair | (curly hair ; fair, pair) |
| 7. stair | (on the stair ; chair, air) |
| 8. sail | (on a ship ; mail, nail, jail) |
| 9. flower | (daisy ; shower, tower) |
| 10. waist | (a belt around his waist) |

S
T
U
D
Y

Do you know how to study a list of words in order to learn their meaning and spelling? Let the following questions and directions guide you, as you silently read them and either answer them or do what they direct :

1. Look at the first of the ten words above. Notice its meaning as shown in the group *by the road*. Notice its spelling and that of the similar words in the parenthesis — *fly, my, why*.

2. Now close your eyes and try to see the word. Can you see every letter of it?

3. With your eyes still closed, whisper the spelling of the word to yourself. Then open them and look to see whether you were right.

4. In the same way study each of the other words in the list.

Writing. 1. Write a sentence containing one of the ten troublesome words, together with one or two of the similar words in the parenthesis following it. Read your sentence to the class. Spell the troublesome word aloud.

2. In the same way write a sentence for each of the other words in the list. How many of the words can you use in one sensible sentence?

92. Correct Usage: *ate, eaten; wrote, written*

In the following sentences the words in italics are used correctly. Certain incorrect uses are shown in the parentheses.

1. I *have eaten* my toast. (NOT I *have ate*)

2. I *ate* an apple after lunch.

(NOT I *et*. Notice the spelling of *ate*. Pronounce it to rime with *late, mate, gate*)

3. I *have written* my letter. (NOT I *have wrote*)

4. I *wrote* it yesterday.

(NOT I *writ* it. Pronounce *wrote* to rime with *note, boat, goat*)

The words *eaten* and *written* need helping words, such as *have*, *has*, *had*, *is*, *are*, and *were*. It is wrong to use these helpers with *ate* or *wrote*.

Test. Write the numbers 1 to 31 on a sheet of paper and after them the correct words from the thirty-one parentheses below. Thus, after your number 1 write the correct word from parenthesis number 1, and so on to number 31.

1. Who has (ate¹ eaten) my candy? You (eaten² ate) it yourself.
2. When he had (eaten³ ate) his lunch, he (wrote⁴ written) a letter.
3. When he had (written⁵ wrote) the letter, he (ate⁶ eaten) an apple.
4. Have you ever (eaten⁷ ate) blueberry pie? I (ate⁸ eaten) some yesterday.
5. Have you (written⁹ wrote) your sentences? I have (wrote¹⁰ written) mine.
6. When he had (wrote¹¹ written) his name, he (wrote¹² written) his address.
7. I have (written¹³ wrote) to him, but he has not (wrote¹⁴ written) to me.
8. Have they (wrote¹⁵ written) to you? Have you (written¹⁶ wrote) to them?

9. I (written ¹⁷ wrote) my aunt that I have not (ate ¹⁸ eaten) any candy lately.
10. I never (eaten ¹⁹ ate) too much candy.
11. Who has (saw ²⁰ seen) the letter I (written ²¹ wrote) this morning?
12. (Don't ²² Doesn't) the man know what he (eaten ²³ ate) for lunch?
13. (May ²⁴ Can) I ask you to whom you (wrote ²⁵ written) yesterday?
14. (Haven't ²⁶ Have) you (ever ²⁷ never) (wrote ²⁸ written) to her?
15. (Have ²⁹ Haven't) you (ever ³⁰ never) (eaten ³¹ ate) turtle soup?

As the teacher or a pupil reads aloud the thirty-one correct words from the parentheses, mark your paper. Does it show that you need the following drill in correct usage?

Drill in Correct Usage. Read the sentences in the usual way as long as it is clear that you need this drill. What does your best time record say about that?

93. Writing Letters about Christmas Presents

Do you expect any presents when Christmas comes this year? Perhaps you think that you have not been good enough. That may be true, but let us suppose

that a kind Santa Claus will give you whatever you want. Sometimes Santa Claus gives much more than one deserves.

In another school the pupils wrote each other letters about impossible presents. No one expected to receive any of them. Just for the fun of it each pupil imagined the most wonderful Christmas surprise for himself that he could and told about it in a letter. One of the letters follows:

671 Calhoun Street
Richmond, Virginia
December 14, 1929

Dear Alice:

On Christmas morning I can imagine being wakened by a strange noise just outside my window. I look out and see a beautiful airplane on the lawn. A large card on it says that it is for me. In two and a half minutes I am dressed and outdoors. There, waiting to give me my first lesson, is Colonel Lindbergh. "Oh! Is this really true?" I call out. "Yes," is his answer, "you have been such a good girl that we have planned this present for you."

Your astonished classmate,
Peggy

Before you begin your letter, silently read and answer the following questions:

1. Can you imagine a more surprising present than Peggy's? Can you think of one that will astonish the class?
2. Does the beginning sentence in Peggy's letter make you wonder what happened next?
3. What promising beginning sentence can you make for your letter?
4. Do you like the ending of Peggy's letter, "Your astonished classmate"?
5. What suitable ending can you give to your letter?

Writing. In the spirit of fun write to a classmate and tell about some astonishing present, something that you could not receive and might not know what to do with if you did receive it. You are only imagining it as a surprise for your classmates, who will hear about it when the letters are read aloud.

The Points of a Good Letter

Class Conversation. Before you drop your letter in the class mail box, you ought of course to look it over for mistakes. What kinds of mistakes do learners make? Pupils may name the different kinds and, as they do so, the teacher or a pupil will write them on the board. Compare the finished list with the one in the Summary, pages 314-316. Have it before you as you read your letter over.

Correction. Read your letter over several times. Look for one kind of mistake after another, using the list on the board. After you have corrected those you found, perhaps your letter needs to be copied. As you know, the class postmaster is rather strict about having letters not only correct but also neat.

°**Writing.** If you are a skillful letter writer and have finished your letter before most of your classmates, you may if you wish write a second one. This letter would be written to someone else in the class (perhaps to the teacher). Perhaps a new idea came to you while you were writing your first letter. Perhaps it is a better idea than the one you have already used.

94. Writing What Someone Has Said

The following sentences show how you should write what someone has said when you give the speaker's own words:

1. The stranger said, "Can you tell me the way to the post office?"
2. "Turn to the right at the next corner, sir," answered the boy.
3. "Thank you," replied the stranger.

Certain little marks (" "), called **quotation marks**, are placed before and after each speaker's own words. Besides, these words are separated from the rest of the sentence, usually by a comma. The first word begins with a capital letter.

STUDY

By silently answering these questions, as well as by following the directions, get ready to copy the sentences given below :

1. What are the words of the stranger in the first of the three numbered sentences on page 224?
2. What is the meaning of the comma after *said* in that sentence?
3. Copy that sentence, placing comma and quotation marks where they belong, as well as beginning the first of the speaker's words with a capital letter.
4. What are the exact words spoken by the boy in the second sentence?
5. How are the words of the boy separated from the rest of the sentence?
6. Why are there quotation marks before and after *Thank you* in the third sentence?
7. Copy the third sentence with all the marks in it as it stands on page 224.

Copying. Copy the following sentences :

1. Frank asked me, "Lucile, how old are you?"
2. I answered, "I am ten years old, Frank. How old are you?"
3. "Oh, the same," he replied.
4. "Who is the oldest pupil in the class?" someone called.
5. Mary said, "Not I. I'm only nine."

Correction. Pupils may now form small groups and correct each other's copies.

95. Telling Christmas-Time Experiences

This is the happy time of the year when everybody is getting ready for Christmas. Children are planning what they will give their fathers and mothers. They go to stores and look at things and find out what these cost. When the presents have been bought comes the question of where to hide them until Christmas. This is the exciting time of secrets.

S
T
U
D
Y

Before you speak, think over what it is you wish to tell the class. The following questions will help you think. Silently read and answer them.

1. Do you think that your father or your mother knows what you are planning to give for Christmas?

2. Have you enough money to buy these presents? How did you get it?

3. Where are you planning to hide the things you buy?

4. Have you a little brother or sister who believes in Santa Claus?

5. Did you yourself ever see Santa Claus? Did he come to your house?

6. Do these questions make you think of something to tell the class?

7. Can you make an interesting beginning sentence?

Speaking. Tell the class about some one interesting thing that has happened to you or in your house in connection with getting ready for Christmas. Do not tell about many things. Tell about one thing only.

When you have finished your story, listen particularly to what your classmates say you might have done better. Perhaps you did not tell about one thing only. Perhaps your beginning sentence was dull. Notice how clever the beginning sentences are in Elsie's and Arthur's stories, given below. Perhaps your closing sentence did not give a pleasant finishing touch to your story. Look at the closing sentences in the stories below.

Whatever it is that you did not do well, think how you can do it better. Then try to do it better. Try until you succeed, several times if necessary.

In a certain school Elsie told this experience:

One day at breakfast Mother guessed correctly what I had bought her for Christmas. I did not know what to say, because I did not want to say Yes and I did not want to say No. I looked at Father. He said: "I call that a silly guess, Mother. You know that Elsie has not money enough to buy anything like that." "That's so," said Mother. "I shall have to guess something else." But Mother looked queer, and afterwards I heard her and Father laughing together. I think there ought to be no more guessing until Christmas is over.

In the same class Arthur told the following experience :

Now I am sure that Father thinks I smoke cigarettes. I went to a tobacco store last week to buy him a clay pipe for a Christmas joke. Just as the man was asking me what I wanted, who should come in but Father? Without answering the man I ran out by the side door, but I am sure Father saw me. Oh, what shall I say when he speaks to me about it?

96. Pronouncing Correctly

Which, if any, of the ten numbered words below do you mispronounce? You can check your way of saying them by reading what is said in each parenthesis.

1. room (NOT *rum*. Say it with the deep *oo* sound in *moon, food, boom*)
2. broom (with the deep *oo* sound, to rime with *boom, whom, loom*)
3. roof (with the deep *oo* sound)
4. root (with the deep *oo* sound of *boot, loot, shoot*)
5. route (exactly like *root*, NOT to rime with *out*)
6. ate (NOT *ett*, but to rime with *late, gate, wait*)
7. drawing (NOT *drawr-ing*)
8. partner (the first syllable ending in *t* — *part* — NOT in *d*)
9. father (NOT *fayther*, NOT *fawther*, but *fah-ther*)
10. chimney (without any *l*)

Using the Dictionary

Let the dictionary help you with the pronunciation of the words on page 228.

Class Conversation. Look up *room* in the dictionary. Notice that it is printed twice, the second time with a mark over the *oo*. What does that line over the *oo* mean? It is explained either at the bottom of the page in your dictionary or in the front of the book. If you cannot find the "Key" that explains it, ask your teacher to point it out to you. Now look up each of the other words in the list above, and see how your dictionary tells you the correct way to pronounce them. Study the Key and talk it over with your classmates.

Pronouncing. Pronounce each word in the list on page 228 as the teacher pronounces it again. Then try to read the entire list without help and without a mistake.

Speaking. Make sentences containing the words in the list. How many of the words can you use in one interesting sentence for the entertainment of the class? Remember the pronunciation of each word as you give your sentences.

97. Correct Usage: *ran, run; rang, rung; sang, sung; drank, drunk*

The eight words in the heading of this section are shown correctly used in the sentences on page 230. Notice certain incorrect uses of the same words, shown in the parentheses.

1. The girl *ran* to the door and *rang* the bell. (NOT The girl *run* to the door and *rung* the bell.)

2. She *sang* a song, and she *drank* a glass of water. (NOT She *sung* a song, and she *drunk* a glass of water.)

3. The girl *has run* to the door and *has rung* the bell before. (NOT The girl *has ran* to the door and *has rang* the bell before.)

4. She *has sung* songs before; she *has drunk* water often. (NOT She *has sang* songs before; she *has drank* water often.)

The words *ran*, *rang*, *sang*, and *drank* are correctly used without such helping words as *have*, *has*, *had*, *is*, and *are*; but *run*, *rung*, *sung*, and *drunk* are correctly used with these helpers.

Test. Opposite the numbers 1 to 29, placed by you in one or more columns on a sheet of paper, write the correct words from the numbered parentheses below. Place a cross before each incorrect word on your list as the teacher or a pupil reads the correct list aloud.

1. Have you ever (*run*¹ *ran*) to catch a street car?

2. I (*ran*² *run*) to meet him, and he (*run*³ *ran*) to meet me.

3. She has (*sang*⁴ *sung*) that song often.

4. Have you ever (*drunk*⁵ *drank*) buttermilk?

5. The boy (*rung*⁶ *rang*) the bell he has often (*rang*⁷ *rung*).

6. They (sang⁸ sung) old songs they had often (sang⁹ sung).
7. When he had (drank¹⁰ drunk) water, he (sung¹¹ sang) a song.
8. When he had (sung¹² sang) his song, he (rang¹³ rung) a bell.
9. When he had (rang¹⁴ rung) the bell, he (sang¹⁵ sung) another song.
10. They (drunk¹⁶ drank) the spring water they had often (drunk¹⁷ drank).
11. We (run¹⁸ ran) when the bell (rung¹⁹ rang).
12. When the bell no longer (rang²⁰ rung), we (sung²¹ sang) a song.
13. I (drunk²² drank) some milk and (ran²³ ran) to school.
14. When I had (ran²⁴ ran) a little way, the bell (rang²⁵ rung).
15. When the bell had (rung²⁶ rang) several minutes, the pupils (sung²⁷ sang) their morning song.
16. You should not have (drank²⁸ drank) cold water after you had (run²⁹ ran) so fast.

Drill in Correct Usage. Does your score in the test show that you need to have further drill in correct usage? If so, read the sentences aloud, choosing the correct words as you read. After several readings, how fast a time record can you make?

98. Omitting Unnecessary Words When You Speak

As you read the following conversation, notice two things: (1) this is the kind of talking that you have often heard before, and (2) every word printed in italics could be omitted without changing the meaning of a single sentence. Indeed, the conversation would be improved if those words were omitted. They are unnecessary. They are in the way. Therefore, they should not be there.

"*Say, listen*, John, will you pay for me tonight?"

"*Why*, I don't know."

"*Well — now* — if you pay tonight, I'll pay some other night, *see how I mean?*"

"*Well, say, listen*, Fred, I haven't *got* enough money. *See?*"

"*Why*, there's Jim. Jim *he* always has money. *Say*, Jim, are you going to the movies tonight?"

"*Why*, yes. *Say*, are you fellows going?"

"I am, but, *say*, Fred *he* hasn't *got* any money, *see?* Fred *he* can't go, *see?* *See how I mean?* Now, if — *you know* — if he had some money — *you know what I mean* — *why*, he could go."

"*Say, listen*, Jim, you pay tonight and — *you know — why*, I'll pay some other night, *see how I mean?*"

"*Well, listen*, if I take you tonight — *why* — *you know* — when will you take me?"

"I'll take you next time, *see?* *You know.*"

Reading. Read the conversation on page 232, but omit all unnecessary words. These are printed in *italics*. Do you see how much it improves the conversation to omit those words?

Project. Go hunting for unnecessary words in the talk that you hear on the playground, in the street, and at the stores. Keep your ears open for *say, why, listen, now, well, got, John he, Mary she, you know, see? see how I mean?* as these words are used in the conversation you have just read. Write your find on a slip of paper, if you cannot remember it, and copy it on the board when you reach school. If you are a skillful hunter, you will proudly bring to school with you several sentences containing unnecessary words.

99. Telling the Story of a Picture

When you look at the picture on page 235, you see several things to make you wonder. Who is the owner of the purse that the lucky girl has found? If he cannot be traced, will the purse belong to her? What is in it? What will the girl do?

S
T
U
D
Y

Have you learned how to study a picture and to make up a story for it? The following questions and directions will help you to do this, as you work alone at it and prepare yourself to tell the story:

1. Does the girl in your story ever find the owner of the purse? If so, what kind of person is the owner, and what happens?

2. If the girl, whom we may call Ann, never discovers who the owner is, what does she do?

3. What are some things that you can imagine as being in the purse, besides the usual money, keys, pencil, and shopping list?

4. Perhaps there is a name in the purse, as well as an address, but is the name that of the owner?

5. Which of the following two stories do you like better? Which has the better beginning sentence? Which has the better closing sentence?

I

Ann opened the purse, looked eagerly to see what was in it, and found it — entirely empty! It was a beautiful purse of lizard skin, with many little sections and divisions, and as new as if it had just left the store. This was surprising. Oh! She caught sight of a pocket that she had not noticed before, with a slip of white paper in it. On the paper were written these astonishing words: "For Ann, from her Uncle." Very much puzzled, she looked up, just in time to see him coming toward her, laughing heartily.

II

Much excited, Ann stooped to pick up the purse, but — as if it were alive — it jumped away from her outstretched hand. Then she saw something. The purse was tied to a thin black thread. Was that a giggle coming from behind the fence? She did not look to see. She knew without looking that it was her brother and that Jones boy. With flushed face she walked rapidly on, holding her head very high indeed.



P.F.L.

Speaking. Tell the class *your* story of the picture. Perhaps it will be even more interesting than the two on page 234.

Class Conversation. After each story the class will say how enjoyable it was. Some of the stories will tell of the most unexpected happenings. At the end your classmates will decide which stories they liked best.

P
R
A
C
T
I
C
E

It is not enough, however, to have an interesting story to tell. What good will that do, if you speak so low or indistinctly that no one can understand you? What good will your interesting story do, if you spoil it by wiggling about as you tell it, by screwing up your face, by pronouncing incorrectly, by using poor English, or by some other fault or faults of speaking? Your classmates will kindly tell you if you have any of these story-spoiling faults. Then tell your story again. Now everyone will listen to see whether you can tell it without those faults. Perhaps you will have to try several times more before much improvement can be seen.

Inventing Titles for Stories

Class Conversation. 1. What would make a telling title for the first story above? Can you invent a better one than the following?

A Pleasant Joke on Ann

Ann Finds a Present

A Joking Uncle

As you and your classmates give titles, the best ones may be written on the board. As you know, the first word and every important word in a title should begin with a capital letter. The class will decide which is the best title of all.

2. In the same way make and write titles for the second story above. Titles should be short. They should give an idea of what the story is about. Like a good beginning sentence, they should make one wish to hear the story. Can you invent better ones than these?

The Jumping Purse
Ann Changes Her Mind
The Purse and the Giggle

3. Now make up a suitable title for your own story of the picture. Write it on the board. Is it also a suitable title or name for the picture itself?

100. Writing a Joking Letter

The pupils in a certain school wrote each other joking letters. The letters were about things lost and found. That is, each writer pretended he had found some laughable thing that he made believe his friend had lost. Among these laughable things were a butter knife, a baby's milk bottle, an old Derby hat, a rocking horse, a wig, a circus tent, a kangaroo, a stick of candy, a pair of ear muffs, a small drum, a doll, a nightcap, and a safety razor.

There is room here for only one of those joking letters :

175 Lake Avenue
Rochester, N.Y.

January 16, 1930

Dear Alice :

Imagine my surprise when I opened our front door this morning and found a little goat waiting on the porch. Of course I recognized her at once as yours, but the astonishing thing is that she seemed to know me, too. She came to me and seemed to want to say: "You are Alice's friend. Please take me to her, for I have lost my way." When shall I bring her to you and — what will the reward be?

Your true friend,
Marjorie

S
T
U
D
Y

Read the following questions to yourself. Silently answer them as you study the matter of writing a joking letter.

1. To whom do you wish to write a joking letter?
2. What could you pretend to have found that you think must belong to your friend?
3. Do you think the beginning sentence of Marjorie's letter is a promising one?

4. What do you think of the closing sentence of that letter?

5. Should the margin around the letter be wide or narrow? How wide will you make yours?

6. What is the name given to the little mark (:) after the greeting in the letter above?

7. What capital letters and punctuation marks do you find in the ending of the letter to Alice?

Writing. Write your joking, friendly letter. Perhaps a good plan would be to write it rather rapidly so as to get your ideas on paper while they are fresh in your mind and then, after you have made changes and corrections, to copy the letter neatly. Have you ever tried that? It is a plan many writers follow.

Class Conversation. Now the joking letters will be read aloud. Some of them will be comical indeed. The class will praise things in them that are specially well done.

Writing. Perhaps you are quick at letter writing. Perhaps it does not take you so long as others to write a correct, neat, and interesting letter. If this is true, you may write another letter to another classmate.

101. Spelling Troublesome Words

- | | |
|-----------------------------------|-----------------------------|
| 1. buy (opposite of <i>sell</i>) | 6. hare (an animal) |
| 2. none (not one, done) | 7. stare (care, share) |
| 3. know (knowledge, knee) | 8. sale (bale, gale, whale) |
| 4. knew (knock, knot) | 9. waste (paste, taste) |
| 5. grate (gate, plate) | 10. flour (for bread, our) |

There will be a game to play when you have learned to spell those ten words correctly. Prepare yourself for it by following the directions below, as you study, and by silently answering the questions:

1. Look at the fifth word in the list — *grate* — and notice the spelling. Perhaps the words in parenthesis will help you remember the spelling. Close your eyes and try to see the three words.

2. Now find your word — *grate* — among the sentences below. Do you understand what it means? Close your eyes once more and try to see it as it is spelled.

3. In much the same way study each of the other words in the list on page 239.

- a. Will you buy a bag of *our* flour or a *bale* of cotton at the sale?
- b. I know that he knew none of the things that were done.
- c. You waste your time when you stare at the fire in the grate.
- d. Do you *dare* to pick up that hare?
- e. Don't you know that a hare is not so tame as a rabbit?
- f. He knew it was a waste of money to buy the cheap *paste* at the sale. It was made of flour and water.

Game. Writing. It is easy to make sentences containing one or two of the ten words listed at the be-

ginning of this lesson, but to use four or more in one sensible sentence is a different matter. Perhaps to use all ten in one sentence is more than you can do. Try yourself on a sentence containing five of the words. You may write this one on the board, where the class can see it and correct it, if it needs correction. Now try again. Try for a larger number of words. The pupil writing the sentence that contains the largest number of the ten words wins the game.

102. Correct Usage: *throw, threw, thrown*

Can you say *throw* correctly? It begins with the sound *th*, like *think, thought, three*. *Threw* and *thrown* begin with the same *th* sound. Do not say *trow, trew*, and *trown*. Pronounce the words as the teacher pronounces them to you.

The following sentences show the correct use of *throw, threw, and thrown*; certain incorrect uses are shown in the parentheses:

1. *Throw* the ball to me. (NOT *Thrown* the ball)
2. He *threw* the ball. (NOT He *thrown* the ball)
3. *Have* you ever *thrown* stones at a post? (NOT *Have* you ever *threw* stones at a post?)

Do not use *throw* or *threw* with the helping words *have, has, or had*; use *thrown* with these helpers.

Exercise. As you read the sentences below, fill each blank with *throw*, *threw*, or *thrown*, whichever word is correct :

1. O John, ---- it to me. Don't ---- it to him.
2. I have not ---- the ball to him once, and he has not ---- it to me. He has ---- every ball to Fred.
3. Don't ---- it to Fred or Jim. They never ---- it to us. They have never ---- it to either of us.
4. We ---- it to you yesterday. We have often ---- it to you.
5. ---- it to us today. ---- it to us now. We ---- it to you yesterday.
6. The crowd ---- an admiring glance at the boy who had ---- the stone so accurately.
7. Have you ever ---- at that target before? I have often ---- at it. I ---- at it nearly every day. I ---- at it yesterday.
8. ---- at it again. ---- at it several times. You have ---- once and hit once. ---- twice and hit twice. ---- three times and hit three times, if you can.
9. Has anyone ---- more than once? Who ---- twice? Who has ---- three times?
10. John has ---- at the target three times. He ---- three times yesterday.

Drill in Correct Usage. If you sometimes make mistakes in the use of *throw*, *threw*, and *thrown*, read the sentences aloud a number of times, filling the blanks as rapidly as you can. When the right words come quickly to your lips, you may be sure that you know them well. That is the meaning of a good time record in the reading.

103. Reading a Poem Aloud

PAUL REVERE'S RIDE

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled
oar
Silently rowed to the Charlestown shore.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North
Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark

Struck out by a steed flying fearless and fleet :
That was all! And yet, through the gloom and
the light,
The fate of a nation was riding that night ;
And the spark struck out by that steed, in his
flight,
Kindled the land into flame with its heat.

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled, —
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,

Chasing the Redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn in the road,
And only pausing to fire and load.

So through the night rode Paul Revere ;
And so through the night went his cry of alarm
To every Middlesex village and farm, —
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!

HENRY WADSWORTH LONGFELLOW

Class Conversation. Tell briefly what is said in the first stanza of the poem. You might say :

This is the story of the midnight ride of Paul Revere.

Or

There was once a man named Paul Revere,
whose midnight ride made him famous. It is
the story of that ride that I shall tell you now.

Different pupils will tell the meaning of the stanza, each in his own way. The class will say which ones tell it specially well. In the same way the meaning of each of the other stanzas will be told.

If there are any words in a stanza that you do not quite understand, ask about their meaning while the story of the stanza is being told. Some if not all of the following words should be looked up in the dictionary :

- | | | |
|---------------|--------------|-----------------|
| 1. belfry | 7. stride | 13. fog |
| 2. muffled | 8. impetuous | 14. bleating |
| 3. muster | 9. glimmer | 15. musket-ball |
| 4. tread | 10. gleam | 16. Regulars |
| 5. grenadiers | 11. bulk | 17. Redcoats |
| 6. stealthy | 12. steed | 18. emerge |

Reading. 1. Read the first stanza aloud. Bring out the meaning of it. Read so that everyone can understand you. Make your voice sound as pleasant as you can. Can you do all this at one and the same time?

P
R
A
C
T
I
C
E

--- If necessary, read the first stanza aloud several times, until at last your classmates tell you that you are doing it well. They will try to help you improve your reading by pointing out the things you should do better.

2. Now read the second stanza, and practice reading it. Then, one after another, read each of the remaining stanzas.

Team Reading. The class may be divided into several teams for reading the poem aloud. The pupils of each team will stand in a row in the front of the room, and each pupil, when his turn comes, will read his part of the poem. Perhaps the team that reads best may read the poem to the pupils of another room.

Team Reciting. In the same way the poem may be recited by groups of pupils, each pupil memorizing and reciting only one or two stanzas.

104. Learning How to Telephone Better

Sometimes invitations are telephoned instead of sent by mail. This needs to be done politely and clearly. The following telephone conversation shows how one boy did it.

CHARLES [*lifts receiver and waits*].

OPERATOR. Number, please.

CHARLES. Lake 2391, please.

OPERATOR. Lake 2391?

CHARLES. Yes, please.

OPERATOR. Thank you.

MRS. JEWETT [*she is CHARLES'S mother. She hears the bell ring as she sits in her home, and lifts the receiver to answer the call*]. Lake 2391.

CHARLES. Good morning, Mrs. Jewett. This is your son Charles talking.

MRS. JEWETT. Good morning, Charles. I am so glad you called. I know from your way of speaking that you have something interesting to tell.

CHARLES. Yes, very interesting. Our room is preparing to give a program soon, and as part of it there will be a contest. The best readers in the class will be in that.

MRS. JEWETT. Yes.

CHARLES. The best of all is that each pupil is allowed to invite visitors. I am inviting you. Since you are my only mother, I do hope you can come. It is to be next Friday afternoon at two o'clock.

MRS. JEWETT. Thank you. I am very much pleased to be invited. I will let you know this afternoon when you come home whether I can go.

CHARLES. I almost forgot to tell you that Charles Jewett, the famous reader, will be in the contest and hopes to be the winner.

MRS. JEWETT. Oh! Charles Jewett, did you say? I know about him. In that case I will accept your very kind invitation at once. I should be sorry to miss a chance to hear him. Thank you again for asking me.

CHARLES. Thank you for accepting, Mrs. Jewett. Good-by, Mother.

MRS. JEWETT. Good-by, Charles.

S
T
U
D
Y

In preparation for the telephone project below, study the conversation between Charles and his mother with the help of the following questions:

1. What does Charles say when he calls the number he wants?
2. What does the operator reply?
3. How does Mrs. Jewett answer the telephone when it rings in her home?
4. How many polite words or remarks can you point out in the entire telephone conversation?
5. Are there any joking remarks in the talk? What are they?

°Project. It may be that the teacher will let you use the school telephone to ask your parents or a friend to visit your schoolroom on the day you have a contest reading Longfellow's poem aloud. The class may go

quietly to the principal's office with you to hear you telephone. In this way, if there is no objection, several pupils may telephone each day until everyone in the class has had a chance to give his invitation.

P
R
A
C
T
I
C
E

You can see how important it is that you practice over a make-believe telephone before giving your invitation over the real telephone. With a classmate, who will take the part of your parent or friend, hold a telephone conversation while the class listens with these questions in mind:

1. Are you speaking loud enough, distinctly, and pleasantly?
2. Are you polite in everything you say and in the way you say it?
3. Are you speaking in clear-cut sentences?
4. Are you calling for the number in the right way?
5. Are you pronouncing correctly?
6. Are you using correct English?

105. Spelling Troublesome Words

A misspelled word in a letter is like a fly in the honey. Both word and fly are out of place. Only careless writers permit misspelled words to slip into their neatly written letters. "But how can I keep them out?" you may ask. The answer is, "By becoming a good speller." The following exercise will help you master a number of troublesome words. The words

are given below, together with other useful words and information in the parentheses :

1. right (the *right* thing to do ; bright, light)
2. root (the *root* of the tree ; boot)
3. father (*father* and son)
4. son (his father's *son* ; ton, won)
5. weigh (*weigh* the horse ; neigh)
6. weight (a heavy *weight* ; freight, eight)
7. sow (*sow* seed ; row, low)
8. cent (he lent me one *cent* ; tent, indent)
9. wood (oak is good *wood* ; hood)
10. horse (horseshoe, *horse* power)

S
T
U
D
Y

In your study of the ten words above, let the following questions and directions guide you :

1. How does the matter in the parenthesis following the first word help you to learn the meaning and spelling of that word ?
2. Can you give a sentence containing the first word together with one or more of the words in the parenthesis that follows that first word ?
3. In the same way study each of the remaining words in the list.
4. Write a sentence containing as many of the ten words as you can use in it.
5. Can you use all the remaining words in one other sentence ? Try it.

Game. As many pupils as can find room to write sentences on the board may do so. Each sentence must contain at least one of the words from the list

and, from the parenthesis belonging to that word, at least one word more. Pupils who are not writing look for mistakes in the sentences on the board. When a pupil discovers such a mistake, he may point it out. If he is right, he takes the place of the pupil at the board and begins writing sentences of his own. A pupil who loses his place may win another place at the board by finding a mistake in some classmate's sentences. So the writing goes on. Those pupils in whose sentences no one has found a mistake win the game.

106. Learning More about Sentences

I

It is interesting to see how many sentences one can make about the same thing. In another school the teacher asked the pupils to make sentences about

the little bird in the apple tree.

Each sentence was to begin with those words. Some of the sentences given are these:

1. *The little bird in the apple tree* sang a song for me.
2. *The little bird in the apple tree* is building a nest.
3. *The little bird in the apple tree* was looking for bugs.

Exercise. Make three sentences about each of the following and begin each of your sentences with the words in the list. The best sentences may be written on the board. With what kind of letter should each begin?

1. the farmer's horses
2. my lost rubbers
3. bread and butter
4. signs of spring
5. the apple tree in our yard
6. several children on roller skates
7. the girl's father
8. my old friend John
9. the best book of stories
10. George Washington

II

On another day the teacher asked for sentences each ending with the words

climbed up the telegraph pole.

The following are some of those given :

1. The frightened cat *climbed up the telegraph pole.*
2. Several boys *climbed up the telegraph pole.*
3. A gray squirrel *climbed up the telegraph pole.*

Exercise. Make three sentences with each of the groups below, ending each of your sentences with the group. The best sentences may be written on the board. What punctuation mark should follow each?

1. jumped into the water
2. lay on the bench in the shop
3. talked with the Indians
4. floated slowly past
5. hurried down to breakfast
6. were finishing their school work

7. rose and answered the telephone
8. was reading a book after dinner
9. was always polite
10. wrote a comical letter to a classmate

III

Exercise. 1. Some of the numbered groups of words below are sentences ; some are not. Tell which is which.

1. Fred is here.
2. I am with him.
3. Those three boys in the orchard.
4. Donkeys are comical.
5. A pleasant day.
6. The day was pleasant.
7. The boy is tall.
8. The tall boy.
9. The faithful worker.
10. She was a faithful worker.
11. Sat in the airplane and looked down on the city.
12. Crossed the ocean in an airship.
13. Tried to fly over the South Pole.
14. A number of prettily dressed women.
15. A great crowd of men, women, and children.
16. The runaway cow.
17. Were shouting and whistling.
18. His younger brother with the brown eyes.
19. His brother has brown eyes.
20. The boy ate the cracker.

2. Go through the list above once more. When you find a group of words that is not a sentence, change it to a sentence and write this on paper or on the board.

Correction. If you can find no mistakes in your sentences, ask one or more of your classmates to look them over, to make sure that you have begun each sentence with a capital letter and ended it with a period. Do some sentences end with another kind of mark — not a period? Have you written any such sentences?

107. Telling the Story of a Picture

In the picture on page 257 something has happened. The boy at the back is calling loudly, and his friend is running to him. For the moment the girls have forgotten their cooking. What is the matter? The boy who is calling seems to be standing in front of a cave. Is this what he has found, or is it something within the cave that excites him? What can it be?

**S
T
U
D
Y** Before one speaks, one must study; that is, one must decide what to say. As you study the picture, let the following questions guide you. Silently read and answer them. In this way you will learn to study.

1. Could there be an old sea chest in the cave, left by pirates many years ago? Why is it that no one has seen it before? What could be in it? Did you ever read about the old sea chest in "Treasure Island"?

2. Perhaps the cave itself is new, having been made by a mild earthquake a short time before?

3. Could it be that the boy has discovered a stone staircase leading from the cave into the earth, like the staircase down which Aladdin made his way long ago?

4. If you begin your story with the four children standing before the cave, looking in, will you tell in your first sentence what they see or will you keep your hearers waiting a while before you tell what that is?

5. What happens in your story? What do the children say? What do they do?

6. What names will you give these four children? Are you one of them?

7. What beginning sentence can you give that will make your audience wish to hear the rest of your story?

Speaking. Tell the class your story of the boy's discovery. You probably have thought out a different story from anyone else's. The class will wonder what it is and how everything ends.

Class Conversation. After each story the class will talk over its good points, as well as those that call for improvement. Particular attention will be given to these questions:

1. Was the story original; that is, was it different from what you expected to hear as a story of the picture?

2. Did the beginning sentence make you wish to hear the rest of the story?

3. Was the story too long? How could it be made shorter so as to be better?



4. Was there conversation in it, and if so did you like that?

5. Was the surprise kept for the end in such a clever way that you could hardly wait for the end to come?

Making a Book of Stories

Project. It would be interesting to make a book of these stories. Each pupil may write his own story and correct it carefully either alone (if he needs no help) or with a classmate. If there is conversation in the story, turn to page 224 to refresh your mind as to how conversation is written. A committee may decide on the cover for the book. The committee will be glad to hear from pupils who have original ideas.

What title will you give this book? That title will probably fit most of the stories, as well as the picture itself. Perhaps you will decide to give the book two titles, the second explaining the first. Notice these two titles:

PHILIP'S AMAZING DISCOVERY

THE STORY OF A CAVE

A STORY BOOK MADE BY THE PUPILS
IN MISS BROWN'S SCHOOLROOM

108. Learning the Trick of a Good Beginning Sentence

The stories that you have been telling and hearing during the last few days showed that some pupils do not yet know the trick of a promising beginning sentence. Some of the stories began with sentences like these:

1. The four children looked into the cave to see what might be inside.

2. The campers looked into the cave and saw there a big sleepy bear lying on the ground.

Do those two sentences make you wish to hear the rest of the story? How much more the following sentences make one want to learn what happened next:

3. When their eyes had got used to the darkness of the cave, the children saw an old, old chest standing in one corner, that looked as if it had been left there by some pirate long ago.

4. Something big and furry lay on the ground of the cave and moved a little as if it might get up.

Exercise. 1. Tell what you think of each of the following as beginning sentences for stories:

1. I am going to tell you the story of a picture.

2. There is something in that picture that you may not have noticed.

3. Long ago an old man lived in that house with his family.

4. Old men often live in old houses, but in at least one way this old man was very, very different.

5. "Is that a staircase I see?" asked Philip, as he and the others stared into the dark cave.

6. "Why is it that we have never seen this cave when we have camped here before?" asked Alfred, very much puzzled and a bit frightened.

7. Before them and just inside the entrance of the cave stood a large and strange brown object, the sight of which made them gasp.

8. The campers looked in to see what might be in the cave.

9. There was something in the cave that looked odd.

10. Last summer when we were camping we saw several caves in the hillside behind our tent.

11. Sometimes when one goes camping one has adventures.

12. I like camping and I like adventures.

13. When vacation comes we always go to the woods.

14. Once I saw something in the woods that I had never seen before.

15. Yesterday Mary had a party at her house, and everybody had a good time.

16. There was something about Mary's party yesterday that made it the jolliest party I have ever known.

17. "What's that?" cried Sue, as she pointed to a curious little door in the wall, that had been hidden by a large dresser.

18. In the sky overhead the children heard the roar of an airplane.

19. I once saw an airplane so high overhead that it looked like a small bird.

20. Climbing into the airplane, the four children started off on a journey that they soon wished they had never begun.

2. Of the twenty sentences above, which one do you think would make the very best beginning sentence for a story? Which one is the second best? Which one is the third best, in your opinion?

3. Turn back to the pictures opposite pages 170, 188, and 234 and make a beginning sentence for the story of each picture.

109. Retelling a Story for Practice

If you want to become a skillful violin player, what must you do? The answer is easy: you must practice. If you are a poor tennis player and want to improve your game, what must you do? Again, you must practice. So it is with speaking.

Let us study the following fable and practice telling it:

THE FLY AND THE MOTH

1 A Fly alighted one night upon a pot of honey.
2 He found it very much to his taste and began
3 to eat along the edges. Little by little, how-
4 ever, he had soon crept away from the edge and
5 into the jar, until at last he found himself stuck
6 fast.

7 Just then a Moth flew by. Seeing him strug-
8 gling there, the Moth cried: "Oh, you foolish

9 Fly! Were you so greedy as to be caught like
10 that? Your appetite was too much for you."

11 The poor Fly had nothing to say in reply.
12 What the Moth had said was true. But by and
13 by, when evening came, he saw the Moth flying
14 around a lighted candle in the giddiest way, and
15 each time a little closer to the flame, until at
16 last he flew straight into it and was burned.

17 "What!" exclaimed the Fly, "are you foolish,
18 too? You found fault with me for being too
19 fond of honey; yet all your wisdom did not
20 keep you from playing with fire."

21 It is sometimes easier to detect the foolishness
22 of others than to see our own.

ÆSOP

Studying Words with the Help of the Dictionary

Exercise. Look up the following words in the dictionary, and for each find others that could be used in its place in the fable. The number before each word gives the line in the fable where that word can be found.

1 alighted	8 foolish	15 flame
1 pot	9 greedy	16 flew
3 edges	10 appetite	19 fond
4 crept	11 reply	19 wisdom
7 struggling	14 giddiest	21 detect

You will not find *alighted* in the dictionary. Look for *alight* instead. Look for *edge* instead of *edges*, for *creep* instead of *crept*, for *struggle* instead of *struggling*, for *giddy* instead of *giddiest*, and for *fly* instead of *flew*.

Expressing the Same Thought in Different Ways

There are several ways of saying

A Fly alighted one night upon a pot of honey.

You could say, for instance,

A Fly landed one evening upon a jar of honey.

Or

A Fly descended once upon a time upon a jug of honey.

Or

A Fly arrived in his travels one day upon a bowl of honey.

Or

A Fly in his tiny airplane effected a landing one dark night in a flying field that proved to be a dish of honey.

Class Conversation. 1. Which of the five different ways of expressing that one thought pleases you most? Perhaps the last one is a little too fanciful. Do you think so?

2. Express in several different ways the thought of each of the following sentences from the fable. When several pupils have done this, decide with your classmates which are the best two or three ways.

1. He found it very much to his taste.
2. Little by little, however, he crept away from the edge.
3. At last he found himself stuck fast.
4. The Moth saw the Fly struggling in the honey.
5. "Your appetite was too much for you."
6. The poor Fly had nothing to say in reply.

7. The Moth was flying around a lighted candle in the giddiest way.

8. "You found fault with me."

9. "Your wisdom did not keep you from playing with fire."

10. It is sometimes easier to detect the foolishness of others than to see our own.

Dramatization

Only two pupils are needed to play this story, but what is to be the dish of honey? If a pupil is to be the Fly, the dish ought to be much larger than he. The entire schoolroom will have to be the dish of honey. What is to be the flame?

Playing. 1. Several pairs of pupils may offer to play the fable. First of all, each pair will go to one side and talk over the question of the best way of playing it. They may even wish to practice it alone in the hall. How will the Fly act? How will the Moth show that he is flying around the flame? What should each one say?

2. After several pairs of pupils have played before the class, and the best points of their playing have been noted, other pupils may wish to play. They may have a different idea of how the fable should be acted.

Speaking. Now you are ready for practice in speaking. All that has gone before has been preparation. Before you tell the fable, turn with your classmates to the list in the Summary, pages 314-316. To which of those numbered points will you give particular attention in your story-telling?

Telling a story once is not practice in speaking. That is only the beginning. That only gives your hearers a chance to find out where your speaking needs improvement. After they have been kind enough to tell you this, try again, perhaps several times, and tell the story with the purpose of doing it better each time.

110. Correct Usage: *this, these ; that, those*

The word *man* refers to one person, and the word *men* refers to more than one. The same difference is seen between *this* and *these*: *this* refers to one person, place, or thing, and *these* refers to more than one. So we say "*this* man," but "*these* men." For the same reason we say "*that* man," but "*those* men."

It is incorrect to say "*these* kind." It should be "*this* kind." The word *kind* means one; the word *kinds* means more than one.

It is incorrect to say "*these* kind of people." It should be "*this* kind of people."

It is wrong to say "*those* kind of things." It should be "*that* kind of things." So, too, it should be "*that* sort of marbles," not "*those* sort of marbles."

Sometimes you hear people say "This *here* door," "This *yere* door," "That *there* window," "That 'ere window," "These *here* books," "These *yere* papers," "Those *there* flowers." The word in italics in each of those groups of words is unnecessary and incorrect.

If we drop the words in italics, we have the correct groups "This door," "That window," "These books," "These papers," and "Those flowers."

Test. Write on a sheet of paper the numbers 1 to 22. Then, as rapidly as you can, write opposite each number the correct word from the parenthesis of the same number. When you have written these words, mark your paper as the teacher or a pupil reads the correct list.

1. I do not like (this¹ these) kind of crackers.
2. I do not care for (those² that) kind of marbles.
3. I like (these³ this) shoes better than (those⁴ that) sort.
4. I have never read (that⁵ those) kind of books.
5. Why did you buy (these⁶ this) gloves?
6. I thought you liked (that⁷ those) sort of gloves.
7. She never cared for (those⁸ that) sort of cookies.
8. Do you like (these⁹ this) sort of slippers better than (that¹⁰ those) sort?
9. Does she wear (this¹¹ these) kind of spectacles or (those¹² that) kind?
10. Which kind of ear muffs do you prefer — (those¹³ that) kind or (these¹⁴ this) kind?
11. I do not like (them,¹⁵ them there, that, those) sort of skates. I prefer (this here,¹⁶ this, these) kind.

12. (**Them,**¹⁷ **Those there,** **Those**) are the skates for me.
13. Why do you wear (**those there,**¹⁸ **that,** **those**) kind of shoes when you go skating? I wear (**this**¹⁹ **this here,** **these**) kind.
14. The dressmaker uses (**this,**²⁰ **these here,** **these**) scissors, but the barber uses (**those,**²¹ **those there,** **that**) sort.
15. Where did you buy (**those,**²² **that,** **them**) scissors?

Drill in Correct Usage. If your record in the test was below perfect, you probably need the present drill. Read the numbered sentences aloud, selecting the correct words as you do so. Gradually increase your speed, still reading correctly and distinctly, while the teacher or a classmate times you.

111. Making Your Meaning Clear

Can you solve the problem below? If you can, do not tell how, until you have read the directions on page 268.

THE MAN, THE FOX, THE GOOSE, AND THE CORN

A man once made a journey with a fox, a goose, and a bag of corn. All went well until he came to a broad stream over which led an old bridge. The bridge was so rickety that our traveler dared not cross with more than one of his three attendants at a time. This meant that he would need to cross not less than three times,

and the question was, Should he take the fox first, or the goose first, or the corn first?

It was a puzzling question. If he took the fox first, the goose would eat the corn while he was taking the fox across. If, on the other hand, he took the corn first, the fox would eat the goose while the corn was being carried over the stream.

"Aha!" he cried at last, "I will take the goose first, and leave the fox with the corn. The fox does not eat corn."

Having done this, he returned for the fox or the corn. But which? If he took the fox and left him with the goose on the other side, the fox would eat her while the man was fetching the corn. Neither would it do to carry the corn to the goose and leave it with her while returning for the fox.

What to do? He finally did manage it, but how?

How to Make Your Meaning Clear

Can you explain to others how you have solved this problem? It will be easier for you to explain if you remember the following three things:

1. To use short sentences.
2. To begin the parts of your explanation with such guideposts as *first*, *second*, *third*.
3. To make a drawing. In this case you might draw two lines to show the two sides of the stream. At the beginning of your explanation you might write *fox*, *goose*, and *corn*, where these would be in the drawing.

Speaking. Give your explanation, remembering that the class is listening alertly to everything you say.

P
R
A
C
T
I
C
E

Was your explanation clear? What does the class tell you about that? How might you have done better? Try to improve your explanation. Show your classmates that you can, even if you have to try more than once before you succeed.

112. Learning More about Courtesy

Somebody has said, "It costs nothing to be polite." That is true but not to the point, for courtesy would be worth while even if it cost a great deal. The following little words and groups of words, and others like them, help to make living and talking with others pleasant :

- | | |
|------------------------|------------------------------|
| 1. Please | 7. Please excuse me |
| 2. Yes, please | 8. I beg your pardon |
| 3. If you please | 9. Pardon me |
| 4. Thank you | 10. I'm sorry |
| 5. No, thank you | 11. May I trouble you? |
| 6. Thank you very much | 12. I'm sorry to trouble you |

Speaking. Choose one of the polite words or word groups, and explain to the class when you would or ought to use it. At the end of your explanation, try to give a sentence or two that contain the polite word or words.

Thus, you might select the group of words *May I trouble you*. You might speak as follows about it:

I could use the words *May I trouble you* if I were asking a question or a favor. Then I could say, "Mary, may I trouble you to tell me the answer to the second example?"

Notice that politeness leads you to use the name of the person to whom you are speaking. For instance, when the teacher asks you a question that can be answered by *yes* or *no*, the polite thing to do is to add the teacher's name to that *yes* or *no*, thus:

Yes, Miss Brown.

No, Miss Brown.

Being a Newspaper Reporter

Project. Go hunting for polite remarks. When you hear one, try to remember it, as well as how it happened to be used, in order that you may tell the class about it. This, you see, is like being a newspaper reporter. Make your report in the following form:

I noticed yesterday how polite the grocer was. As he gave a customer his change, he said very pleasantly: "Thank you. Come again." When I asked for something he did not have, he said politely: "I'm sorry, but we are all out of that today."

113. Correct Usage : Test and Review

Test. On a sheet of paper write the correct words from the parentheses, together with the number of each, and check your work in the usual way.

1. Was it (he¹ him) or was it (her² she) that (don't³ doesn't) like (this⁴ these) kind of exercises?
2. What have you (eaten⁵ ate)? Have you (ate⁶ eaten) (those⁷ that) sort of cookies? What have you (drank⁸ drunk)?
3. Have you ever (eaten⁹ ate) (that,¹⁰ that there, those) kind of sweetened crackers which we (saw¹¹ seen) at the bakery?
4. What have you (did¹² done) with (those there¹³ those) scissors? Haven't you (seen¹⁴ saw) them (nowhere¹⁵ anywhere)?
5. When the school bell (rung¹⁶ rang), I had (eaten¹⁷ ate) my oatmeal, I had (drank¹⁸ drunk) a glass of milk, I had (sung¹⁹ sang) a song to the baby, I had (ran²⁰ run) upstairs to say good-by to Mother, and I was on my way to school.
6. It was (I²¹ me) who (thrown²² threw) the ball over the fence. Where (was²³ were) you when I (did²⁴ done) it?
7. Where has your brother (gone²⁵ went)? He hasn't (came²⁶ come) to my house (this²⁷ this here) week.

8. What are (those²⁸ them) things (lying²⁹ laying) under the back seat of (that there³⁰ that) car?
9. (May³¹ Can) I ask you for a sheet of paper? I want to (learn³² teach) your sister how to work (this here³³ this) example.
10. He (doesn't³⁴ don't) know (nothing³⁵ anything) about (those³⁶ them) ships in the bay.
11. Have you (written³⁷ wrote) your aunt that you would buy (this³⁸ these) sort of buttons for your new dress?
12. (Those,³⁹ Them there, Those there, Them) are the buttons you ought to have, not (this here,⁴⁰ this, these) kind.
13. What is that (laying⁴¹ lying) on your desk?
14. Haven't you (saw⁴² seen) (nothing⁴³ anything) (lying⁴⁴ laying) there? It was (me⁴⁵ I) who (seen⁴⁶ saw) it first.
15. Was it (she⁴⁷ her) or (him⁴⁸ he) that (threw⁴⁹ thrown) it there?

Drill in Correct Usage. What did the test show about your knowledge of correct English? Is there any one word that you miss continually? If so, let the Index tell you where to find the drill for that word. Then you should study it and master it. Perhaps there are several words that trouble you. The teacher will show you how the Index can help you find the lessons about them.

114. Pronouncing Correctly

Test and Review. 1. Can you pronounce correctly all the words in the columns below? These are words you have been studying during the present year.

1. handkerchief	13. average	25. route
2. interesting	14. piano	26. once
3. automobile	15. drawing	27. roof
4. arithmetic	16. recess	28. twice
5. tomorrow	17. I wish	29. root
6. partner	18. perhaps	30. broom
7. inquiry	19. father	31. touch
8. genuine	20. coupon	32. machinery
9. pianist	21. today	33. stomach
10. theater	22. ate	34. quiet
11. chimney	23. room	35. history
12. address	24. such	36. apron

2. Look up in your dictionary the words you mispronounced. Say each of these to yourself several times to make sure that you know it.

Reviewing What You Have Learned about the Dictionary

Exercise. When the teacher or a pupil gives the signal, open your dictionary and find as fast as you can the first word in the list on page 274 — *athletics*. When you have found it, raise your hand. When every pupil has found it, the teacher will say who was first, who second, and who third. Then the teacher will pronounce the word and explain how the marks

in the dictionary show the pronunciation. Notice the following points:

1. That in the dictionary the word is separated into parts called syllables, thus:

ath-let'ics

pump'kin

I-tal'ian

2. That one of the syllables is accented, like the second syllable in *athletics* above. This little mark (') shows which syllable is to be emphasized when the word is pronounced. It is called the accent, as you know.

3. That there are little marks over the *a*, *e*, *i*, *o*, and *u* in words. Those marks show how to pronounce these letters. A Key, which the teacher will help you find in your dictionary, gives the exact meaning of each mark.

In the same way look up in your dictionary each of the remaining words in the list. Listen as the teacher pronounces them. Notice how that pronunciation is shown in the dictionary. Pronounce each word several times before going to the next.

1. athletics

6. engine

2. pumpkin

7. bouquet

3. Italian

8. column

4. Tuesday

9. parade

5. forehead

10. breakfast

Speaking. Make a sentence containing one or more of the words in the list. Tell your sentence. How many of those ten words can you use in one sentence?

115. Retelling a Story for Practice

Before we begin again to practice speaking, let us decide what our principal faults are. Do you know at once what yours are?

Class Conversation. Each pupil may tell the one or two principal things he knows he must keep in mind when he is trying to improve his speaking. The teacher or one or more pupils working together may list all these faults on the board, where they may stay during the following practice. Let each be written as a rule, telling what a speaker should do. Compare the list with the Summary, pages 314–316, to make sure you have forgotten nothing.

When the story-telling begins, a little later, each pupil may call attention to his faults as a speaker in some such way as this:

Classmates, you know as well as I do the story I am going to tell you. We have been studying it together for several days. My purpose in telling it is to learn whether I can keep from falling into some of my old faults as a speaker. The principal one is that I easily 'drop into slangy English. Sometimes, too, I mumble my words. Now I shall try to tell the story without doing either of these things. Please watch to see whether I succeed.

NAT BRINGS A NEW BOY TO BOARDING SCHOOL

1 "The fellows are having a circus out in the
2 barn. Don't you want to come out to see it?"
3 Nat asked Dan. He led Dan to the great barn
4 and introduced him to the boys there. A large
5 circle was marked out with hay on the wide
6 floor, and in this the performance went on.

7 One boy gave a fine specimen of his agility by
8 jumping over an old chair and running up and
9 down ladders sailor fashion. Another danced a
10 jig. Then Nat was called on to wrestle with
11 Stuffy and speedily laid that stout youth on the
12 ground. After this, Tommy proudly advanced to
13 turn a somersault, an accomplishment which he
14 had acquired by painful perseverance, practicing
15 in private till every joint in his frame was black
16 and blue. His feat was received with great
17 applause, and he was about to retire, flushed
18 with pride and a rush of blood to the head,
19 when a scornful voice in the audience was heard
20 to say :

21 "Ah, that's nothing!"

22 "Say that again, will you?" and Tommy
23 bristled up like an angry turkey-cock.

24 "Do you want to fight?" said Dan, promptly
25 descending from the barrel and doubling up his
26 fists in a businesslike manner.

27 "No, I don't," said the candid Thomas, retiring
28 a step and rather taken aback by the proposition.

29 "Fighting isn't allowed in this school," cried
30 the others, much excited.

31 "You're a nice lot," sneered Dan. "What
32 kind of a school do you call this?"

33 "I'd like to see him do better than I did,
34 that's all," observed Tommy with a swagger.

35 "Clear the way, then," and without the slight-
36 est preparation Dan turned three somersaults
37 one after another and came up on his feet.

38 "You can't beat that, Tommy. You always hit
39 your head and tumble flat," cried Nat, much
40 pleased at Dan's success.

41 Before he could say any more the audience
42 was electrified by three more somersaults back-
43 wards, and a short promenade on the hands,
44 head down, feet in the air. This brought down
45 the house, and Tommy joined in the admiring
46 cries which greeted the accomplished gymnast
47 as he righted himself and looked at them with
48 an air of calm superiority.

49 "Do you think I could learn to do it without
50 its hurting me very much?" Tom meekly asked,
51 as he rubbed the elbows which still smarted
52 after the last attempt.

53 "What will you give me if I'll teach you?"
54 said Dan.

55 "My new knife. It has five blades, and only
56 one is broken."

57 "Give it here, then."

58 Tommy handed it over with an affectionate
59 look at its smooth handle. Dan examined it
60 carefully, then putting it into his pocket, walked
61 off, saying with a wink:

62 "Keep on trying till you learn, that's all."

63 A howl of wrath was followed by a general
 64 uproar, which did not subside till Dan, finding
 65 himself in the minority, proposed that they
 66 should play stick-knife, and whoever won should
 67 have the knife. Tommy agreed, and the game
 68 was played in a circle of excited faces, which all
 69 wore an expression of satisfaction when Tommy
 70 won and secured the knife in the depth of his
 71 safest pocket.

LOUISA M. ALCOTT, "Little Men" (*Adapted*)

Using the Dictionary to Find the Meaning of a Word

In order that you may tell the story well, first of all make sure that you know every word in it. You cannot tell what you do not understand.

Exercise. For each of the words in the list below, numbered according to the line from which they are taken, find one or more of the same or nearly the same meaning that could be used in its place in the story. Let your dictionary help you as you look for these other words.

4	introduced	14	acquired	23	bristled
6	performance	14	painful	24	promptly
7	specimen	14	practicing	25	descending
7	agility	15	frame	27	candid
11	speedily	16	feat	28	proposition
11	stout	16	great	29	allowed
12	proudly	17	applause	30	excited
12	advanced	17	retire	31	sneered
13	accomplishment	19	scornful	34	observed



35	slightest	48	air	63	howl
36	preparation	48	calm	63	wrath
40	pleased	48	superiority	63	general
40	success	50	meekly	64	subside
43	promenade	51	smarted	65	proposed
45	admiring	54	said	67	agreed
46	cries	58	affectionate	69	expression
46	accomplished	59	smooth	69	satisfaction
46	gymnast	59	examined	70	secured

Expressing a Thought in Different Ways

There are several ways of saying

Nat introduced Dan to the boys.

You could say

Nat told the boys who Dan was.

Nat presented Dan to the boys.

Nat made Dan and the boys acquainted.

Speaking. Express the thought of each of the following sentences in several different ways:

1. In a circle marked on the barn floor the performance went on.
2. One boy gave a specimen of his agility.
3. Nat speedily laid the stout youth on the ground.
4. Tommy proudly advanced to turn a somersault.
5. He acquired this accomplishment by much practice.
6. With great perseverance he practiced in private.
7. His feat was received with great applause.
8. A scornful voice was heard in the audience.
9. Tommy bristled up angrily.

10. Dan promptly descended from the barrel.
11. The candid Thomas was rather taken aback.
12. Nat was much pleased at Dan's success.
13. The audience was electrified by three more somersaults.
14. Admiring cries greeted the accomplished gymnast.
15. He had an air of calm superiority.
16. A howl of wrath was followed by a general uproar.
17. The uproar did not subside till Dan proposed a game.
18. The game was played in a circle of excited faces.
19. The faces wore an expression of satisfaction when Tommy won the knife.
20. Tommy secured the knife in the depth of his safest pocket.

Dramatization

How many persons are needed to play this story? Which one of the players do you wish to be? Not everything that was said is given in the story. You will have to make up some of the conversation, but use all that the story supplies.

Perhaps it will be best to practice playing the story with your books open and the players reading the speeches. Later it may be done without the books.

Practice in Speaking

1. Everybody in the class now knows the story. The story-telling that follows is done to give you practice in speaking and to overcome some of your faults as a speaker. Earlier in this section you told what those were.

2. Does this story make you think of some experience of your own that the class might enjoy hearing? Tell this both for the entertainment of the class and for your further training as a speaker.

116. Correct Usage: *good, well*

The following sentences show the correct use of *well* and *good*:

1. John is a *good* talker. He talks *well*. (NOT He talks *good*.)
2. Mary is a *good* dancer. She dances *well*. (NOT She dances *good*.)
3. The children are *good* singers. They sing *well*. (NOT They sing *good*.)

As you see, the word *good* may be used in describing a person or thing, while the word *well* is used in telling how a person does something or how something works.

4. This is a *good* pen. It writes *well*. (NOT It writes *good*.)

Exercise. Fill the blanks in the following sentences with *good* or *well*, whichever is correct. Give the reason for your choice, or point to the correct use shown in the sentences above.

1. The ____ talker talks _____. He stands _____.
2. This is a ____ knife, for it cuts _____.
3. Do you ride ____? Are you a ____ rider?
4. She is a ____ driver. She drives _____.
5. She talks _____, and she dresses _____.

6. His work is _____. He is a _____ worker. He works _____.

7. Is he a _____ carpenter? Does he saw _____? Does he hammer _____? Does he plane _____? Does he measure _____?

8. Does that boy skate _____? Is he a _____ skater? Can he skate backwards _____?

9. Do you learn _____? Are you a _____ learner?

10. Does your car run _____? Has it a _____ engine?

11. Does your car start _____? Can you drive it _____?

12. Is he a _____ watchdog? Does he watch _____?

13. Has he a _____ bark? Has he a _____ bite?

14. Does he look after everything _____?

15. Does he do everything as _____ as a _____ watchdog should?

Game. Each pupil pretends that he is some kind of workman. He tells all of the things that form part of his work and that he can do well. For instance, if he is a carpenter, he will say this:

I am a good carpenter.

- | | |
|-----------------------------|---------------------------------|
| 1. I can saw well. | 6. I can fit windows well. |
| 2. I can drive nails well. | 7. I can hang doors well. |
| 3. I can plane boards well. | 8. I can build staircases well. |
| 4. I can chisel well. | 9. I can shingle a house well. |
| 5. I can lay floors well. | 10. I can plan a house well. |

As you see, there are ten things that this good carpenter can do well. His score is 10. In the same way other pupils make as high scores as they can by telling everything they do well as farmers, grocers, drug-

gists, gardeners, or whatever they are. At the end the pupil with the highest score is declared the winner. It is important to choose to be the kind of workman that does many different things well, if you wish to make a high score.

Which of the following will you be, or can you think of something better for a high score?

farmer's wife	acrobat	newspaper man
dressmaker	mechanic	newspaper woman
music-teacher	plumber	animal trainer
school-teacher	painter	cook and baker
stenographer	conductor	airplane pilot
salesman	juggler	milliner
banker	lawyer	school principal

117. Writing a Business Letter

234 Main Street
New Britain, Conn.
May 8, 1930

The Youth's Companion
8 Arlington Street
Boston, Mass.

Dear Sirs:

Please send me a sample copy of your magazine in the new, monthly form.

Very truly yours,
Charles Brown

The letter on the preceding page is a business letter. In order that you may learn how a business letter should be written, study it with the help of the following questions:

1. What difference, if any, do you see between that business letter and the kind of letter you have been writing — the friendly letter?

2. Are the headings of the two kinds of letters the same?

3. Is there any difference in the way the greeting is written?

4. What is just above the greeting in the business letter? Whose name and address is it?

5. Is that the name and address that will be written on the envelope?

6. Are any short forms, called abbreviations, used in the letter? Where in this book is a list of abbreviations to be found? Does the Index tell?

Copying. To make sure that you will not forget how a business letter is written, copy the one on the preceding page. Those who make the best copies may be post-office workers in the game below. The very best writer may be the postmaster.

Game. Without saying a word, pick out a classmate and surprise him with a business letter. From this your classmate will learn that he is engaged in, say, the grocery business. He did not know that he was in any business, and perhaps if he had his choice he would prefer to be a lawyer, a doctor, or an aviator.

You might send him a letter like the following (let us say that his name is Alfred King) :

948 Water Street
Utica, New York
May 9, 1930

The King Grocery Co.
775 West Union Street
Utica, New York

Dear Mr. King :

Please send me a sample of your very
best peppermint candy.

Very truly yours,
(Miss) Alice Lynch

After everyone has received his letter through the class post office, where the writers of incorrect letters are asked to correct mistakes in letter form, in spelling, and in punctuation, the letters may be read aloud. Which ones were particularly interesting?

118. Spelling Troublesome Words

Some pupils have difficulty spelling the ten words in the following list. After each, as you see, are other words in parenthesis. These others should help you in your study of the troublesome ten.

1. write (writer, writing, wrap, wreath)
2. route (rural mail route)

3. farther (far, farther, farthest)
4. way (walk this way; day, hay, say)
5. sew (sewing machine)
6. sun (sunshine; fun, bun, run, nun)
7. wait (waiting room; bait)
8. sent (sent by express; bent, dent, indent)
9. would (wouldn't, could, should)
10. hoarse (my throat is hoarse; coarse)

STUDY

Working alone at your desk, study the words in the list with the help of these directions:

1. Look at the first word in the list. Think of what it means. Notice its spelling and that of the words in parenthesis. Close your eyes and try to see the word in the list. Now write it several times on a sheet of paper.

2. In the same way study each of the remaining words in the list.

3. Remember that *route* is pronounced to rime with *boot* although the spelling is *route*. Say "rural route" several times as you write the word.

4. The word *sew* is pronounced *so*, like the first syllable in *sewing machine*.

Writing. How many of those ten words can you use in one sensible sentence? Sentences containing four or more of the words may be written on the board, and the class will examine them for correctness. Who will write the best sentence containing the largest number of those ten words?

119. Correct Usage: *sit*, *sits*, *sitting*, and *sat*

Do not use the word *set* when you mean *sit*. *Sit* means "take a seat" or "have a seat." The word *set* does not have this meaning. When you are talking about taking a seat or having a seat, do not use the word *set*. It is incorrect to use it then.

The following sentences show the use of *sit*, *sits*, *sitting*, and *sat*, where *set*, *sets*, and *setting* would be wrong :

- | | |
|--|---|
| 1. Please <i>sit</i> here. | (NOT Please <i>set</i> here.) |
| 2. There <i>sits</i> the old man. | (NOT There <i>sets</i> the old man.) |
| 3. She is <i>sitting</i> on the porch. | (NOT She is <i>setting</i> on the porch.) |
| 4. He <i>sat</i> in the old arm-chair. | (NOT He <i>set</i> in the old arm-chair.) |

Test. As you rapidly read the sentences below, write the correct words on a sheet of paper, and with each the number of its parenthesis. When you have finished, mark your words as the teacher or a pupil reads the correct word for each number.

1. Somebody has (*sat* ¹ *set*) in my chair.
2. Who is (*setting* ² *sitting*) in it now?
3. I am (*sitting* ³ *setting*) where my father used to (*set* ⁴ *sit*).
4. Who (*set* ⁵ *sat*) on this bench yesterday? Who (*sits* ⁶ *sets*) here when I am outdoors?

5. She (sets ⁷ sits) in the old armchair today. There she (sat ⁸ set) yesterday.
6. Please (sit ⁹ set) here, Mary. (Set ¹⁰ Sit) over there, George.
7. The child was (sitting ¹¹ setting) in the apple tree.
8. While I (sat ¹² set) here, John was (setting ¹³ sitting) there.
9. While I was (sitting ¹⁴ setting) here, John (set ¹⁵ sat) there.
10. On the roof of the barn there (sets ¹⁶ sits) a bird.
11. It (set ¹⁷ sat) there the other day, and it is (sitting ¹⁸ setting) there today.
12. It (sets ¹⁹ sits) there now.
13. I asked John to (set ²⁰ sit) here, but he (sat ²¹ set) there.
14. Please (sit ²² set) here, John. Don't (set ²³ sit) there.
15. I (set ²⁴ sit) where I (set ²⁵ sat) yesterday. He (sits ²⁶ sets) where he (sat ²⁷ set) yesterday.

Drill in Correct Usage. 1. Unless you passed the test with a perfect score, read the sentences several times until you can choose the correct word or words for each one rapidly and easily. When you can do this, as you read the sentences aloud very distinctly, perhaps the teacher or a pupil will time you. Are you still somewhat slow in selecting the correct words?

2. It may be that one or two words give you special trouble. Find the lessons and drills for these in this book. Ask the teacher to show you how to use the Index for this purpose, unless you already know its use.

120. Studying Sentences

I

You know that the following group of words is not a sentence :

the clerk in Smith's Grocery

By adding the right words to it you can change it into a sentence, thus :

1. *The clerk in Smith's Grocery* drove into the country.
2. *The clerk in Smith's Grocery* sold us some sugar.
3. *The clerk in Smith's Grocery* bought a new car.
4. *The clerk in Smith's Grocery* went on a motor trip.

These are sentences. Many more sentences could be made beginning with the words *the clerk in Smith's Grocery*.

Exercise. The following groups of words are not sentences. Can you make four sentences, beginning each one with the first group of words? In the same way make four sentences for each of the other groups.

1. a girl in an automobile
2. several studious schoolgirls
3. the old horse in the pasture
4. a large green automobile
5. that pretty pony in the pasture

6. my new radio set
7. the new schoolhouse on Main Street
8. the old lion at the zoo
9. Fred
10. the jolly motor-bus driver with the blue eyes

II

You know that the following group of words is not a sentence :

went on a motor trip

You can use it as a part of a sentence. You can add to it words that will make sense with it and so change it into a sentence. That is how the following sentences were made :

1. The dry-goods clerk *went on a motor trip.*
2. John Smith *went on a motor trip.*
3. Those two schoolgirls *went on a motor trip.*
4. The jolly motor-bus driver with the blue eyes *went on a motor trip.*

Notice that each of the four sentences ends with the words *went on a motor trip.*

Exercise. Make four sentences, each ending with the first group of words below. Then in the same way make four sentences with each of the remaining numbered groups.

1. went fishing
2. went into the woods for wild flowers
3. traveled across the ocean
4. worked an hour over his letter

5. played a trick on his big brother
6. won the prize
7. fell out of the apple tree
8. visited the museum every Saturday
9. barked again and again
10. made a safe landing in the farmer's hayfield

III

Have you noticed that a sentence has two parts? Each part alone is not a sentence, but the two parts together are. So the sentence "The jolly grocery clerk went on a motor trip" consists of these two parts:

1. The jolly grocery clerk
2. went on a motor trip

Exercise. 1. The following numbered groups of words are not sentences. Each group is only one of the two parts of a sentence. Join together groups that will make sense together and so make sentences.

1. the old watchdog
2. whistled and sang all day long
3. the famous ball player
4. growled at the stranger
5. birds
6. a company of soldiers
7. drove the ball out for a home run
8. the boy's mother
9. were building nests
10. the accident
11. marched briskly to the drill field

12. wrote a letter to her grandmother
13. the tall policeman
14. might have happened to anyone
15. told us to be careful at the crossing
16. talked with the reckless driver
17. several large trees
18. Susan
19. telephoned the good news to his father
20. dropped from his window to the street below
21. hurt his foot on a rock at the water's edge
22. was inviting friends to her party
23. the happy boy
24. one of the swimmers
25. John's book
26. had been blown over in the storm
27. were on their way to school
28. the polite stranger
29. boys and girls of all ages and sizes
30. asked Edward about the way to the schoolhouse

2. On a sheet of paper or on the board write several of the sentences you have made. As you do so, remember about the capital letter at the beginning of every sentence and the punctuation mark at the end.

121. Writing Another Business Letter

Today you are to prepare to write a business letter not to a classmate but to a person or company really in business. There will be nothing make-believe about this letter.

Reading Advertisements

Turn the pages of a magazine for boys and girls. You will find there a number of things offered for sale. Many of the advertisers ask you to write for their free booklet or for a sample.

Writing. Write to one of these advertisers and ask politely for the booklet, sample, or whatever it is that he offers you free. If you do not remember exactly how each part of a business letter is written, turn to the page or pages where this is explained. Will the Index help you to find those pages? Address the envelope for your letter.

Correction. You would not like to think that the letter received from you had any mistakes in it. Ask a classmate to help you make sure that your letter is entirely correct. It may be that you will wish to copy the letter after making corrections.

122. Using the Hyphen Correctly

Notice that the following words are divided into syllables and that a little mark (-), which is called a hyphen, is placed between the syllables:

dif-fer-ent-ly

au-to-mo-bile

dic-tion-a-ry

hip-po-pot-a-mus

a-rith-me-tic

Penn-syl-va-ni-a

ge-og-ra-phy

ac-ci-den-tal-ly

Sometimes, when one is writing, there is not room at the end of a line for the entire word that has been

begun. Then only a part of the word is written on that line, and the remainder on the next line. However, when this happens, three things must be remembered: (1) that the word must be separated into the two parts correctly, that is, between syllables; (2) that a hyphen must follow the first part; and (3) that a word of one syllable must not be divided.

Exercise. 1. Tell into what two parts you could separate each of the long words on page 293, if you were writing the word at the end of a line and found that there was not room for the entire word. Remember that a word of many syllables may be divided correctly in more than one place. Thus, *differently* may be divided in three different places.

2. Into what two parts would it be correct to separate each of the following words at the end of a line? Probably you will find it necessary, before you answer, to look up each of these words in the dictionary.

beautifully	comparison	curiosity
Arizona	chocolate	explanation
independence	typewriter	multiplication
declaration	photograph	determined

3. What is the right thing to do with each of the following words at the end of a line if, in writing, you do not have room there for the entire word? Each of these is a word of one syllable.

jumped	laughed	bounced
cleaned	brushed	chopped

4. In this book or another look for words divided at the ends of lines. Notice where the hyphen is always placed. On page 294 are five hyphens at the ends of lines.

123. Correct Usage: *Test and Review*

As you rapidly read the following sentences write the correct words on a sheet of paper, together with the number of each, and correct your list in the usual way :

1. I (seen ¹ saw) him (sitting ² setting) there when I (came ³ come) home.
2. He (did ⁴ done) nothing but (set ⁵ sit) there all day.
3. In the evening after he had (gone ⁶ went) away, I (set ⁷ sat) on the bench and (sang ⁸ sung) some songs.
4. We had (ate ⁹ eaten) our supper, we had (drunk ¹⁰ drank) our tea, and we were (sitting ¹¹ setting) on the porch.
5. Someone (threw ¹² thrown) a ball of paper at me.
6. My mother gave me (these ¹³ this) kind of scissors, and she (taught ¹⁴ learned) me how to use them.
7. I do not like (that ¹⁵ those) kind of needles. She (doesn't ¹⁶ don't) either.
8. Mother, (may ¹⁷ can) I try (those ¹⁸ that) kind of slippers on to see how they look on me?
9. You (did ¹⁹ done) (them ²⁰ those) examples quickly, George.

10. You (**done** ²¹ **did**) them (**good** ²² **well**).
11. (**Don't** ²³ **Doesn't**) he see his book (**lying** ²⁴ **laying**) there?
12. While you (**was** ²⁵ **were**) eating your breakfast, the janitor (**rang** ²⁶ **rung**) the school bell.
13. When I had (**ran** ²⁷ **run**) to school, I remembered that I had not (**wrote** ²⁸ **written**) (**any** ²⁹ **no**) letter for the English lesson.
14. Was it (**I** ³⁰ **me**) or was it (**him** ³¹ **he**) whom you (**seen** ³² **saw**)?
15. The soldier (**sits** ³³ **sets**) on his horse very (**good** ³⁴ **well**), (**doesn't** ³⁵ **don't**) he?

Drill in Correct Usage. If the test shows that you need further drill, read the sentences aloud until you can choose the correct words rapidly.

124. Writing Quotations

When you say that somebody said this or that, and give the very words the person used, those words are called a quotation. Thus, in the following sentence, the words *How are you feeling?* are called a quotation:

John said to me this morning, "How are you feeling?"

Do you see how the quotation is printed? First, it is enclosed in quotation marks (" "). Second, it is

separated from the rest of the sentence by a comma. Third, it begins with a capital letter.

Copying. To make certain that you know exactly how to write quotations, copy the following sentences. A number of pupils may copy on the board.

1. "I am taller than you," said one girl to another.
2. "Come into my parlor," said the spider to the fly.
3. The fly replied politely, "Some other day, thank you."
4. "Where are my books?" shouted Tom.
5. "Here is one," said his mother, "and there is another."

Perhaps you discovered that there is no comma in the fourth sentence above. The quotation is separated from the rest of that sentence by means of the question mark.

The fifth sentence is interesting. In that the quotation is divided into two parts. It is called a **divided quotation**. Each of its two parts is written like a separate quotation, except for one thing. Do you know what that is? The second part of the quotation does not begin with a capital letter.

Copying. Copy as many of the following sentences as the teacher directs. Each one contains a divided quotation. A number of pupils may copy on the board.

1. "Where in the world," shouted Tom, "are my books?"
2. "Spring is here," said Mary, "and soon I shall be starting my garden."

3. "When are you coming," asked her friend, "now or later?"

4. "I think," was the answer, "that I shall not go at all."

5. "When I saw the bear," explained the hunter, "the bear saw me."

6. "Please send me," she wrote, "your name and address."

7. "Thank you," was the answer, "here they are."

8. "Do not put off until tomorrow," says an old proverb, "what you ought to do today."

9. "Yes, indeed," he declared, "your writing is very clear."

10. "George," he whispered, "do you see something moving under that tree?"

125. Learning More about the Comma

Notice the use of the comma in each of the following sentences:

1. He took with him on his trip several books, a camera, a small notebook, and a tin box for specimens.

2. I have read "Little Women," "Little Men," and "Jo's Boys."

In the first sentence there are four things named. They may be placed in a column, thus:

several books
a camera
a small notebook
a tin box for specimens

When these four items are written in a sentence, one after another, — **in a series**, as we say, — they are separated by commas as you see in the first numbered sentence above the list. The same is true of the three items or groups of words in the second sentence.

Copying. Copy sentences 1 and 2 on page 298, paying special attention to the commas. Ask a classmate to help you look your sentences over.

Now notice the use of the comma in these sentences :

1. Yes, I agree with you.
2. No, that will never do.

You can tell at once that these two sentences are answers to questions. Notice the comma after the *yes* and after the *no*.

Copying. Copy the two sentences containing the *yes* and the *no*. Remember the comma in each.

Writing. 1. Write one or more sentences of your own, containing words or groups of words in a series.

2. Write one or more sentences containing *yes* or *no*, as if you were answering a question.

A comma should be used to separate words or groups of words in a series.

A comma should be used to separate *yes* and *no* in answers from the words that follow them in the sentence.

126. Retelling a Story for Practice

THE ENCHANTED HORSE

I

1 There was in ancient times, in the country of
2 the Persians, a mighty king whose custom it was
3 to observe every year a great festival. At this
4 time he would open his palaces, reward the
5 worthy, pardon offenders, and receive the con-
6 gratulations of his people.

7 On a certain day during one of these festivals
8 a sage appeared before him with a horse made
9 of ebony and ivory.

10 The king said to the sage, "What is this
11 thing, and what is its use?"

12 The owner of the horse replied, "O my lord,
13 the use of the horse is that if any man mount it,
14 it will carry him wherever he desires to go."

15 Upon this the king's son came forward and
16 begged, "O my father, let me mount the horse
17 and make trial of it." And the king answered,
18 "Try it, my son, as thou desirest."

II

19 The king's son accordingly mounted the horse
20 and urged it forward, but it would not move.

21 "O sage," exclaimed he, "what is this? Does
22 this seem to thee a rapid pace?"

23 "Turn the peg," said the owner of the horse,
24 pointing out a wooden pin that was on its neck.
25 When the prince had turned it, the horse moved
26 and rose with him toward the sky.

27 Then the king's son was greatly alarmed and
 28 bitterly did he repent his desire to make trial
 29 of the horse. He examined the steed carefully to
 30 find, if possible, another peg which might con-
 31 trol its rapid flight, but none was to be seen.
 32 At last he discovered two screws, one upon each
 33 shoulder of the horse. When he turned one of
 34 these, he found to his delight that his upward
 35 flight was stopped and he began to descend. As
 36 he descended he learned that, by turning the
 37 other screw, he could guide his horse whitherso-
 38 ever he desired.

III

39 Now as he came nearer the earth he discov-
 40 ered countries and cities which he had never
 41 seen before, and among them was a beautiful
 42 city in the midst of a green valley.

43 "Here will I spend the night," decided the
 44 prince, "and in the morning I will return to my
 45 father and tell him of my strange adventure."

46 Accordingly he began to search for a safe
 47 shelter and soon saw in the center of the city
 48 a palace rising high in the air and guarded by
 49 strong walls.

50 "This place is attractive," thought he, and
 51 dismounted upon the palace roof. Here he
 52 waited until he was sure that the inmates were
 53 asleep, and then, being both hungry and thirsty,
 54 he went down a flight of steps into the building
 55 to look for something to eat.

Word Study

Let us study the story before trying to tell it. First, let us study the words. A list is given below, in which each word is numbered according to the line from which it is taken.

Exercise. 1. Find in the story each of the words below, and try to give one or more words that could be used in its place. If you cannot think of suitable words, consult the dictionary.

1 ancient	14 carry	34 delight
2 mighty	14 desires	35 descend
2 custom	19 accordingly	37 guide
3 observe	20 urged	41 beautiful
3 great	22 rapid	43 decided
3 festival	22 pace	44 return
4 palaces	26 rose	45 strange
5 worthy	27 alarmed	45 adventure
5 pardon	28 bitterly	46 search
5 offenders	28 repent	47 shelter
5 receive	29 examined	48 guarded
5 congratulations	29 carefully	49 strong
8 sage	30 control	50 attractive
8 appeared	31 flight	51 dismounted
13 mount	32 discovered	52 inmates

2. Read the first section of the story aloud. When you come to a word you have been studying, use another word in its place.

3. In the same way read the remaining two sections of the story.

Expressing a Thought in More Than One Way

The thought of this sentence from the story can be expressed in several different ways :

There was in ancient times, in the country of the Persians, a mighty king.

You could say :

Long ago there lived in Persia a powerful ruler.

Once upon a time there ruled over Persia a strong monarch.

In olden times there reigned over Persia a great emperor.

Speaking. Express in one or more different ways the thought of each of the following sentences :

1. It was the king's custom to observe a great festival every year.

2. He would reward the worthy and pardon offenders.

3. He would receive the congratulations of his people.

4. On a certain day a sage appeared before him.

5. "It will carry him wherever he desires to go."

6. The son mounted the horse and urged it forward.

7. The king's son bitterly repented what he had done.

8. He examined the steed carefully.

9. Was there another peg which might control its rapid flight ?

10. He found to his delight that he was beginning to descend.

11. He discovered a beautiful city in the midst of a green valley.

12. "In the morning I will return and tell of my strange adventure."

13. He began to search for a safe shelter for the night.

14. "This place is attractive," he thought, as he dismounted upon the palace roof.

15. He waited until he was sure the inmates were asleep.

Dramatization

With two classmates prepare to play the story for the entertainment of the class. The part of the prince is the hardest of the three, because he will have to make up some of the things he must say. He will have to tell what he sees as he rides the horse through the sky. Perhaps the teacher will help in the preparation of the play.

Practice in Speaking

Now you are ready to tell the story for practice, in order to improve your speaking. Remember your principal faults and try to overcome them in this practice exercise. Tell only one of the three parts of the story, but do not stop your practice until you can tell that part well.

°**Special Duty.** 1. When you have finished your work in the preceding exercise, you may have time for something else while some of the other pupils are still practicing. This is to invent for the story an interesting ending with which to entertain the class. What happened to the prince in that strange palace, and how did he manage to return safely to his father?

°2. There is another thing to do, if you have time for it. Find the story in the Arabian Nights, read what actually happened after the prince went down into the strange palace, read how the story ended, and then tell this to the class. As it is a long story, several pupils should read it. Then each one may choose the part that he will tell the class.

127. *Test, Review, and Final Practice :*
Pronouncing Correctly

In the Appendix, pages 499–500, are the words that you have been learning during the past few years to pronounce correctly. This year's words are in that list.

Test. With the class making a note of each of your mistakes, if there are any, pronounce the words in groups *A*, *B*, and *C* of the list rapidly and distinctly. Did you make a perfect score? If not, study the words you mispronounced.

Game. Sides are chosen as for a spelling match. Side *A* begins the game by reading the list beginning on page 499. Each pupil reads a word, and the reading continues as long as no mistakes in pronunciation are made. When such a mistake is made, side *B* begins to read. Side *B* begins where side *A* stopped. So the game goes on, each side trying to read as many words as possible at each reading. At the end, the side that has read the greater number of words correctly is the winner.

128. Test, Review, and Final Practice : Correct Usage

Ever since you entered school some years ago you have been learning the correct use of a number of words. These are contained in the following sentences.

Test. Opposite the numbers 1 to 51 on a sheet of paper write the correct words from the fifty-one parentheses. Correct your list in the usual manner.

1. I never (saw ¹ seen) him do (anything ² nothing) that he did not do (well ³ good).
2. If he ever (done ⁴ did) a poor piece of work, no one (ever ⁵ never) (seen ⁶ saw) it.
3. He (don't ⁷ doesn't) do (that ⁸ those) sort of thing.
4. Where (was ⁹ were) you when the juggler (did ¹⁰ done) the sword trick? Have you never (saw ¹¹ seen) it?
5. Most jugglers (don't ¹² doesn't) do (those ¹³ that) sort of tricks. He (did ¹⁴ done) it (good ¹⁵ well).
6. Of course he (don't ¹⁶ doesn't) (teach ¹⁷ learn) (no one ¹⁸ anyone) else how it is (done ¹⁹ did).
7. Is that (he ²⁰ him) (sitting ²¹ setting) there?
8. (These ²² These here) flowers are prettier than (those ²³ those there).
9. She has often (sang ²⁴ sung) that song very (well ²⁵ good).
10. Where has the girl (went ²⁶ gone)? What has she (did ²⁷ done)?

11. She has (gone ²⁸ went) to the store, she has bought some candy, and she has (ate ²⁹ eaten) it.
12. Where (were ³⁰ was) we when she (come ³¹ came) back?
13. What they had not (eaten ³² ate), the hunters (thrown ³³ threw) to the hungry dogs.
14. They had never (drunk ³⁴ drank) (any ³⁵ no) fresher water.
15. The dogs had (run ³⁶ ran) along the trail through (them ³⁷ those) woods about which I have (wrote ³⁸ written) you.
16. (May ³⁹ Can) I see what you have (written ⁴⁰ wrote)?
17. The boys' books (was ⁴¹ were) (laying ⁴² lying) on the chairs when the school bell (rang ⁴³ rung).
18. (Isn't ⁴⁴ Ain't) that (he ⁴⁵ him) (setting ⁴⁶ sitting) in the car?
19. (Those ⁴⁷ Them) are the kind of berries I have often (ate ⁴⁸ eaten).
20. (Can ⁴⁹ May) I go with you when you (teach ⁵⁰ learn) (them ⁵¹ those) boys that new trick?

Drill in Correct Usage. If your score in the test shows that you need to study these words more, read the sentences above repeatedly, choosing the correct words, and gradually increasing your speed until you can make a satisfactory time record.

129. *Test, Review, and Final Practice: Spelling Troublesome Words*

In the following sentences the words in the parentheses are somewhat difficult to spell. Each of those words is pronounced like another word that has a different spelling, as well as a different meaning. During the last few years you have been studying all those words, and probably you know most of them perfectly. The test will show.

Test. 1. On a sheet of paper rapidly write the correct word from each parenthesis below, together with the number of the parenthesis. Write only the words in section *A*. When you have finished, check your list as the teacher or a pupil spells the words aloud.

2. In the same way test yourself with section *B*; with section *C*; with section *D*.

A

1. An ostrich (eight ¹ ate) a (piece ² peace) of (meet ³ meat) that he found on the (road ⁴ rode).
2. (Are ⁵ Or) you going any (farther ⁶ father) along this (rode ⁷ road) on that (horse ⁸ hoarse)?
3. (Wood ⁹ Would) you (write ¹⁰ right) me (wear ¹¹ where) his (son ¹² sun) was (cent ¹³ sent)?
4. With a (blue ¹⁴ blew) (flour ¹⁵ flower) in her (hare ¹⁶ hair) and a (red ¹⁷ read) (flower ¹⁸ flour) in her hand she (road ¹⁹ rode) down the (road ²⁰ rode).

5. Will your (son ²¹ sun) (by ²² buy) (for ²³ four) (pairs ²⁴ pears) (four ²⁵ for) (one ²⁶ won) (sent ²⁷ cent) (or ²⁸ are) (to, ²⁹ too, two) apples (for ³⁰ four) (to, ³¹ too, two) cents?

B

6. (An ³² And) ostrich (an ³³ and) (an ³⁴ and) oriole (would ³⁵ wood) hardly ever (meat ³⁶ meet) on any (road ³⁷ rode), (wood ³⁸ would) they?
7. (None ³⁹ Nun) (stair ⁴⁰ stare) at me as I (sale ⁴¹ sail) (by ⁴² buy).
8. (Where ⁴³ Wear) shall I (right ⁴⁴ write) you next (week ⁴⁵ weak)?
9. Did you (no ⁴⁶ know) or (hear ⁴⁷ here) that we (knew ⁴⁸ new) your correct (wait ⁴⁹ weight)?
10. The (horse ⁵⁰ hoarse) (nose ⁵¹ knows) that his master (rode ⁵² road) (off ⁵³ of) last (night ⁵⁴ knight), but he does not (no ⁵⁵ know) (wear ⁵⁶ where).

C

11. (Waste ⁵⁷ Waist) (know ⁵⁸ no) time (sewing ⁵⁹ sowing) seeds in that poor garden or (sowing ⁶⁰ sewing) patches on that old coat.
12. (Then ⁶¹ Than) (and ⁶² an) (there ⁶³ their) the carrier for rural (route ⁶⁴ root) No. 4 decided that he had to (half ⁶⁵ have) a fire in his (grate ⁶⁶ great).

13. The (eight ⁶⁷ ate) (suns ⁶⁸ sons) (cent ⁶⁹ sent)
(to, ⁷⁰ too, two) town (to, ⁷¹ too, two) (by ⁷²
buy) (their ⁷³ there) (farther ⁷⁴ father) a pres-
ent (four ⁷⁵ for) his birthday.
14. (Wood ⁷⁶ Would) is better (then ⁷⁷ than) iron
(four ⁷⁸ for) some things.
15. Is it (right ⁷⁹ write) that he should (half ⁸⁰ have)
to (where ⁸¹ wear) the armor of a (night ⁸²
knight) all (knight ⁸³ night)?

D

16. The (hair ⁸⁴ hare) (new ⁸⁵ knew) better (than ⁸⁶
then) to eat the (blew ⁸⁷ blue) (flour ⁸⁸ flower)
in the vase on the (stare ⁸⁹ stair).
17. The (nun ⁹⁰ none) said, "Let (there ⁹¹ their) be
(piece ⁹² peace)."
18. The (knight ⁹³ night) was (to, ⁹⁴ too, two) (week ⁹⁵
weak) and (to, ⁹⁶ too, two) (horse ⁹⁷ hoarse) to
explain (where ⁹⁸ wear) they (wood ⁹⁹ would) or
could find the (road ¹⁰⁰ rode) about which he
had (red ¹⁰¹ read).
19. (Here ¹⁰² Hear), (write ¹⁰³ right) in the (road ¹⁰⁴
rode), a (grate ¹⁰⁵ great) (route ¹⁰⁶ root) was in
the (way ¹⁰⁷ weigh).
20. (Waist ¹⁰⁸ Waste) (know ¹⁰⁹ no) time when you
(weigh ¹¹⁰ way) yourself, (four ¹¹¹ for) I want to
(know ¹¹² no) your exact (weight ¹¹³ wait) this
very (night ¹¹⁴ knight).

Drill in Correct Spelling. 1. If the test showed that you need further drill in the spelling of these troublesome words, read the sentences of section *A* aloud and do two things: (1) select the correct words from the parentheses, and (2) spell those words aloud. That is, read the sentences as the first sentence is given here:

An ostrich ate (*ate*) a piece (*piece*) of meat (*meat*) that he found on the road (*road*).

How rapidly can you read the five sentences of the first section? Does it take you long to decide which is the correct word in each parenthesis? Continue to read the sentences until you can make better time.

2. In the same way read, if necessary, the sentences in section *B*; in section *C*; in section *D*.

3. Perhaps you know most of the troublesome words perfectly, but one or two need further study by you. Find with the help of the Index where these words are explained, and study those lessons again.

Game. Sides are chosen. As many of side *A* go to the board as can write there. Pupils from side *B* now read aloud one or more of the test sentences on pages 308-310 while those at the board write them. After all mistakes in spelling have been counted, side *B* goes to the board and writes from dictation. Again mistakes are counted. At the end, after each side has written on the board several times, the side that has made the smaller number of mistakes in spelling is declared the winner.

130. Test, Review, and Final Practice: Letter Writing

Each of the three numbered paragraphs below is a letter. It surely does not look like one, and no one would write a letter in that way. The following are so written in order that you may have practice in putting them into proper letter form and inserting punctuation marks where these belong.

Test. Arrange the first letter below as it should be, and insert punctuation marks:

I

220 Mountain Avenue Portland Oregon May 14 1930
St Nicholas 353 Fourth Ave New York N Y Dear Sir
Beginning with the June number please send *St. Nicholas*
to me for one year at the address given above I inclose
a money order for three dollars Very truly yours Hilda
Johnson

II

74 Poplar Street Helena Montana May 21 1930 Amer-
ican Boy 550 Lafayette Boulevard Detroit Mich Dear
Sirs I have often heard of your magazine but have never
had a sample copy Will you kindly send me one and let
me know what the subscription price is Yours truly
David Bruce

III

539 Park St Oshkosh Wis May 23 1930 Boys' Life
200 Fifth Ave New York City Dear Sir Please send me
several sample copies for our Boy Scout unit Do you
make a special subscription rate when half a dozen or
more subscriptions are sent to you at one time Very
truly yours James O'Conner Boy Scout

Writing. If you made no mistake in rewriting the test letter, you need not rewrite the second; but if your first letter showed that you need further practice, rewrite the second and, if necessary, the third letter also.

131. Reading a Poem Aloud

Reading. Read the following poem aloud, first for practice and your own enjoyment, then to give pleasure to your hearers :

THE THROSTLE

"Summer is coming, summer is coming.

I know it, I know it, I know it.

Light again, leaf again, life again, love again!"

Yes, my wild little poet.

Sing the new year in under the blue.

Last year you sang it as gladly.

"New, new, new, new!" Is it then *so* new

That you should carol so madly?

"Love again, song again, nest again, young again,"

Never a prophet so crazy!

And hardly a daisy as yet, little friend,

See, there is hardly a daisy.

"Here again, here, here, here, happy year!"

O warble unchidden, unbidden!

Summer is coming, is coming, my dear,

And all the winters are hidden.

ALFRED TENNYSON

132. Summary: the Year's Aims and Gains

Each aim, or gain, is stated as a rule of what a speaker or writer should do. The numbers in the parentheses refer to sections in this book.

1. Stand erect, on both feet, and look at the audience in a friendly way. (70, 72)
2. Without straining or raising the voice, speak loud enough to be easily heard. (70, 72)
3. Speak distinctly, not mumbling the words, and in a pleasant tone of voice. (70, 72)
4. Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year. (70, 78, 86, 114, 127)
5. Use correct English, avoiding particularly the common errors that have been studied and reviewed during the year.

REVIEWED: *saw, seen*, 73, 83, 128; *did, done*, 73, 83, 128; *came, come*, 73, 83, 128; *went, gone*, 73, 83, 128; *was, were*, 73, 83, 128; *learn, teach*, 73, 83, 128; *may, can*, 73, 83, 128; *isn't, aren't*, 73, 83, 128; *those, them*, 73, 83, 128; *no, not, never*, 73, 83, 128; *lie, lying, lay, lain*, 73, 83, 87, 113, 128. (See also Index.)

STUDIED AND REVIEWED: *doesn't, don't*, 77, 83, 128; *it is I, he, we, she, they*, 87, 123, 128; *ate, eaten*, 92, 123, 128; *wrote, written*, 92, 123, 128; *ran, run*, 97, 123, 128; *rang, rung*, 97, 123, 128; *sang, sung*, 97, 123, 128; *drank, drunk*, 97, 123, 128; *threw, thrown*, 102, 123, 128; *this, these, that, those*, 110, 113, 128; *good, well*, 116, 123, 128; *sit, sitting, sits, sat*, 119, 123, 128. (See Index.)

6. Choose fitting words, words that express truly what you wish to say; do not use the same word too often. (109, 126)
7. Avoid the use of slang, as well as of worn-out words. (82, 85)
8. Avoid unnecessary words, such as *why, say, listen, well*, when these add nothing to the meaning of the sentence. (98)

9. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation. (89, 96, 114, 115, 122)
10. Do not say the same thing always in the same words. (109, 115, 126)
11. Know what a sentence is. (88, 90, 106, 120)
12. Make a suitable pause between sentences. (82, 85)
13. Avoid using unnecessary *and*'s. (79, 82, 85)
14. Show politeness. (104, 112)
15. Have something worth while to say, something that will inform or entertain the hearer or reader. (71, 72, 100, 107)
16. Choose a subject of the right size — small enough for everything of interest to be said about it in a talk, report, or letter. (74, 76)
17. Begin the talk, story, report, or letter with a promising sentence. (75, 82, 95, 100, 108)
18. Stick to the subject. Do not wander away to other subjects. (71, 76, 82, 85, 95)
19. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end. (70, 76, 85, 111)
20. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last. (70, 76, 111, 126)
21. Telephone distinctly, politely, and without waste of time or words. (104)
22. Have a clean, neat-looking paper. (81, 84, 85, 93, 117)
23. Leave margins around the writing, wide enough to look well. (81, 85, 100, 117)
24. Write plainly. (81, 84, 85, 93, 117)
25. Spell correctly, particularly certain troublesome words that you have studied or reviewed during the year. (91, 101, 105, 118, 129)
26. Indent the first line of every paragraph. (81, 93, 130)
27. Arrange the parts of a letter neatly and correctly on the paper. (81, 84, 100, 117, 121, 130)

28. Write the envelope address above the greeting in a business letter. (117, 121, 130)
29. Address the envelope neatly, plainly, and correctly. (81)
30. Copy or write from dictation a short and suitable paragraph without making mistakes. (81, 130)
31. Know what mistakes to guard against in your speaking and writing. (70, 82, 85, 93, 115, 132)
32. Criticize the speaking of others both clearly and politely, when asked to do so. (76, 82, 85, 99)
33. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject. (70, 101, 105, 107)
34. Overcome your faults as a speaker and writer by *practice*; that is, by trying again and again to do better what you need to improve. (76, 82, 99, 104, 109, 115)
35. Observe the following rules, given on pages 502-506, for the use of capital letters and punctuation marks: *capital letters*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; *the period*, 13, 14, 15; *the question mark*, 16; *the exclamation mark*, 17; *the comma*, 18, 19, 20, 21, 22, 23, 24, 25; *the colon*, 26; *quotation marks*, 27, 28; *the hyphen*, 29; *the apostrophe*, 30, 31; *the underline*, 32.



GIVING A RADIO PROGRAM

LOWER BOOK

PART THREE

133. *Test*: How Well Can You Speak and Write?

A Question-and-Answer Game

It was the first day of school, and the pupils were playing a game. To begin the game each pupil wrote a letter like the following. As you see, it contains a question.

54 Adelbert Road
Cleveland, Ohio
September 12, 1930

Dear Classmate:

I have a question for you. How can I explain to my little brother that the earth is round? He says it looks flat, and so it does. How can I explain?

Yours expectantly,
Oliver Jones

When these letters had been folded and placed in a box or basket, each pupil drew one out. It was fun to see who had written the letter one drew and what

his question was. The next thing was to answer that question. This was not always easy.

The pupil who drew the letter on page 317 spoke as follows after he had had a few minutes to think about his question.

I have just received a letter asking me this question: How can I explain to my little brother that the earth is round?

This is my answer. Tell your little brother that people have often traveled around the earth. Tell him to imagine a traveler starting from California and going west, always west. What happens? From California he goes to Asia, from Asia his westward journey takes him to Europe, from Europe he travels to New York, and from New York to California. Going steadily west has brought him back to California. He has journeyed around the earth. Therefore, it must be round.

The speaker's classmates listened attentively as he answered the question he had received. When he had finished, they told him what they thought of his answer. Besides, they talked about his way of speaking, praised the good points, and in a polite and friendly spirit told him his faults.

After that other pupils answered their questions. Then the letters were discussed. So each pupil learned

some useful facts about his own speaking and writing. You see, the game was really a test.

Game. Play the game as it is described above. Begin by writing a letter that asks a question.

Tests for Speakers and Writers

As you listen to each speaker, there are many little test questions that flit through your mind. One is: Is he speaking loud enough? Another is: Is he using too many *and's*? There are others equally important. You will find them stated as rules on pages 481-483. There also are given the rules that test a pupil's writing.

Will you write in a notebook the things that you yourself ought particularly to try to do better during the coming school year?

134. Beginning with a Promising Sentence

The beginning sentence of a talk, story, or letter should be a promising sentence. That is, it should promise something interesting to follow. It should make the hearer or reader want to know more about the subject mentioned.

Exercise. Which of the following beginning sentences do you call promising for talks, stories, or letters? Which ones fail to arouse your interest?

1. Slowly the elephant came nearer, his trunk in the air, his gleaming little eyes on the lion.

2. I lifted the board cautiously and under it saw just what I had expected to find there.

3. When I met Fred in the schoolroom, I could not understand his queer smile.

4. When I reached the ticket window, I discovered that I had forgotten my money.

5. I went to the library in the afternoon and took out a book.

6. As I approached the door of my friend's house, a large dog arose from the porch floor and walked toward me.

7. Somehow I expected something to happen as I went to the mail box yesterday morning.

8. What do you think I saw on my way to school one day last week?

9. I have a pretty cat at home whose name is Jill.

10. Sometimes my brother and I go to the country to visit our grandmother and our grandfather.

11. The mail carrier brought me a very pleasant surprise packed in a small paper box.

S
T
U
D
Y

† Have you learned to study? Can you work alone and prepare yourself for a talk? This is something that every speaker and writer must learn to do. Prepare for the speaking to follow by silently reading and answering these questions:

1. What interesting thing has happened to you lately, or to someone you know, about which you would like to tell the class?

† Each **STUDY** may be used as a class exercise until pupils have learned to study alone. See Teachers' Manual.

2. Have you in the last few days done some of the following unusual things about which you would like to tell your classmates?

Going to a party

Making fudge

Starting a stamp collection

Helping a blind man cross a busy street

Making a pair of stilts

Having your hair cut

Trying on a new dress

Beating a good player at tennis

Having a tooth filled

Going to the museum

Losing a library book

Burning your finger

Getting up too late to be on time for the opening of school

Making a bright remark at table at which everybody laughed

Dreaming a comical dream

3. With what interesting sentence will you begin your talk?

Speaking. Tell the class your interesting experience. Do not make a long story of it. A few interesting sentences will do, if they are spoken well and if the first one is a promising sentence.

P
R
A
C
T
I
C
E

--- Your classmates will listen to your talk both to hear what it is that you did or what happened to you and to see whether your talk begins with a promising sentence. If they say that you might have begun with a better sentence, try to make one.

135. Studying Sentences

Do you know the difference between a sentence and a group of words that is not a sentence?

The following groups of words are not sentences :

1. The pilot of the huge airplane.
2. A pair of pretty red slippers.
3. Had lost his cap.

They are not sentences because they do not finish telling anything. It does not make sense to say "The pilot of the huge airplane," and nothing more. That group of words is unfinished. It does not express a complete thought. Notice that the following groups of words are different from those above. Each of these is finished as it stands. Each tells something, makes sense, expresses a complete thought. Each is a sentence.

1. The pilot of the huge airplane smiled at the crowd.
2. A pair of pretty red slippers stood under Mary's bed.
3. The unfortunate boy had lost his cap.

Exercise. 1. Tell whether each of the following numbered groups of words is a sentence or not :

1. My uncle William.
2. Stood in front of the store window.
3. That little boy from the country.
4. The falling leaves.
5. The falling leaves covered the ground.
6. That little boy from the country studies hard.

7. Was always teasing me.
8. Had never seen a balloon.
9. A number of clean-looking children with books under their arms.
10. A number of clean-looking children went to school.
11. Always talked about beautiful California.
12. Everybody in the room.
13. I saw two playful kittens in the kitchen.
14. Spilled the milk on the tablecloth.
15. Was slowly walking past our house.
16. Several strangers were laughing over the joke.
17. Were arguing with each other.
18. The talkative street-car conductor.
19. Did the talkative conductor collect your fare?
20. A very bright star.

2. Change to sentences those numbered groups above that are not sentences. As you do so, try to make sentences that are interesting.

A sentence is a group of words that expresses a complete thought.

Notice how the following sentences are written. Each begins with a capital letter, but not every one ends with a period.

1. The girls were playing tag.
2. Have you studied your lesson?
3. Who is that man?
4. That man is my uncle.

Writing. Return to the twenty numbered groups of words that you have been studying. Find five that are sentences. Copy these, remembering about the capital letter at the beginning of each and the mark at the end. Several pupils may write on the board.

Correction. The class will look for mistakes in the sentences on the board. After these have been corrected, examine your own sentences and correct your mistakes. Then exchange papers with a classmate and read his sentences while he reads yours, in order that all mistakes may be found.

Every sentence should begin with a capital letter.

A sentence that makes a statement should end with a period.

A sentence that asks a question should end with a question mark.

136. *Test and Review:* Correct Usage

You have been trying for a number of years to get rid of certain errors of speech. The test below will show how well you have succeeded.

Test. As you read the following sentences to yourself, select the correct words. Write them on a sheet of paper on which you have first written the numbers 1 to 33. Opposite your number 1 write the correct word from parenthesis number 1, and so on to the end.

1. I (saw¹ seen) who (done² did) it. It was (him³ he).
2. He (done⁴ did) it (well⁵ good).
3. (Them⁶ Those) are the things she (doesn't⁷ don't) do (good⁸ well).
4. She (don't⁹ doesn't) do (this¹⁰ these) kind of things (well¹¹ good).
5. They (run¹² ran) and (rang¹³ rung) the bell and (sung¹⁴ sang) (those¹⁵ them) old songs.
6. I have never heard (no¹⁶ any) better singing.
7. Where (were¹⁷ was) you when we (drank¹⁸ drunk) at the spring?
8. I have (wrote¹⁹ written) you what we (did²⁰ done).
9. Where have you (went²¹ gone)? Where have you (thrown²² threw) the ball?
10. Have you never (ate²³ eaten) (any²⁴ no) pie like this?
11. He (came²⁵ come) and (learned²⁶ taught) me the trick.
12. (May²⁷ Can) I (teach²⁸ learn) you how to do it?
13. (Isn't²⁹ Ain't) that your brother (setting³⁰ sitting) there?
14. What is that (laying³¹ lying) near him?
15. That (ain't³² isn't) (nothing³³ anything).

Correction. As the teacher reads the correct words for the sentences on page 325, make a cross opposite each word on your list that is incorrect. How many mistakes did you make? Keep this sheet of paper. You will need to refer to it later.

If you made no mistakes in the test, the following drill is not for you. Instead, begin your work on "The Surprise Box" project explained on page 327.

Drill in Correct Usage. 1. Read the fifteen sentences of the test aloud, selecting the correct words as you read. How rapidly can you do it? Perhaps the teacher will time your reading. Every mistake counts against your time, and indistinct reading is not allowed.

A Contest

2. Let the class be divided into a number of teams. Pupils who made good records in the test or whose time in the drill was fast may be the leaders of the teams. They will train their team mates for the contest. In schools having only two or three pupils in the class, each pupil will have to be a team in himself, and the contest will show which of the pupils can make the best record.

Each pupil's paper in the test shows what the words are that he needs to study. He should turn to the pages in this book where those words are explained. The team leader or the teacher will show how the Index helps one to find those pages.

When the day for the contest has come, each team

in turn will go before the class and read the fifteen drill sentences you have been studying. Each pupil will read one sentence each time his turn comes.

°The Surprise Box (1)

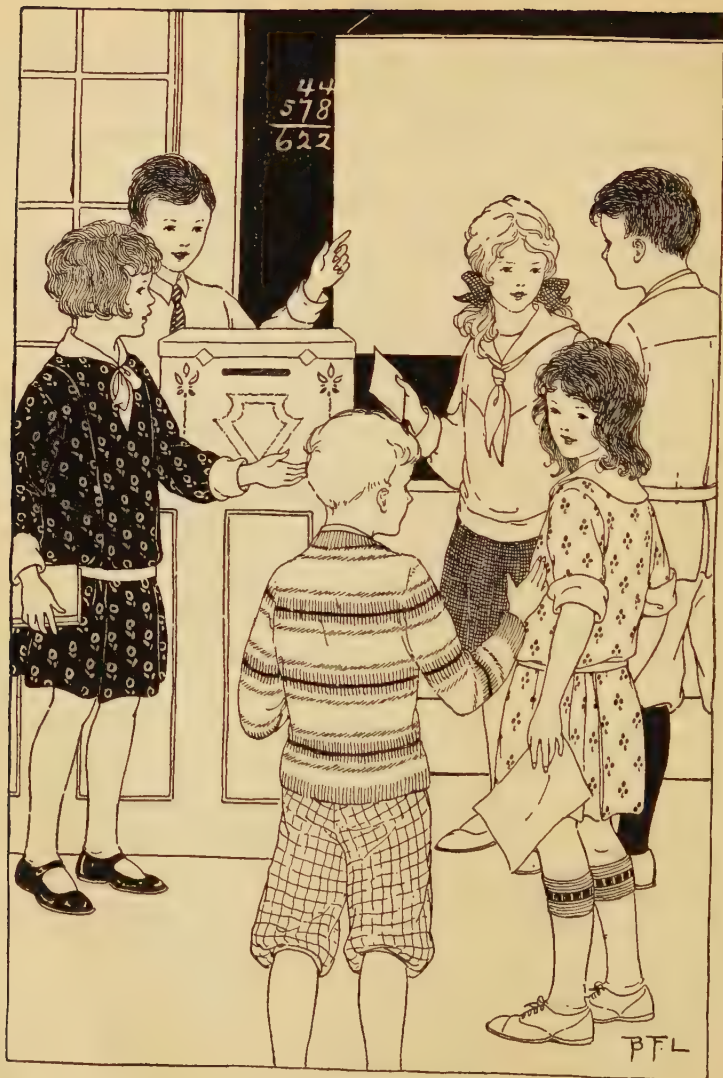
Pupils who do not need the drills above may spend their time on "The Surprise Box" or "The Bulletin Board," whichever you may wish to call it. The name may be changed from time to time.

A box is placed in some convenient position in the room to hold the interesting items which pupils drop into it. An amusing poem or riddle, a joke, a bit of news, an offer to trade, a short account of a personal experience, — anything and everything that might entertain the class, — may be neatly written on a sheet of paper, signed by the writer, and placed in the box. Once a week or so the box will be opened by a committee and the best items selected to be pinned or pasted on a chart or board. This will be fastened to the wall of the room where it can be read easily.

Perhaps, to begin the fun, those pupils who do not need the correct-usage drills may hold a meeting to decide the following questions:

1. Where can you obtain or how can you make a suitable box?
2. How do you intend to decorate it?
3. Which pupils are to be chosen for the first committee?
4. When is the box to be opened the first time?

° The sign ° means optional. See explanation in Teachers' Manual.



THE SURPRISE BOX

137. Vocal Drill

Reading. As you read the following selection to the class, remember these four things :

1. To speak loud enough,
2. To speak distinctly,
3. To speak in a pleasant tone of voice, and
4. To stand erect.

A TALK TO SCHOOL CHILDREN

Boys and girls, this is my lesson to you today : you cannot be as good as your fathers unless you are better. You have your fathers' example, — the opportunities and advantages they have accumulated, — and to be only as good is not enough. You must be better. You must copy only the spirit of your fathers, and not their imperfections.

There was an old Boston merchant years ago who wanted a set of China made in Peking. You know that Boston men sixty years ago looked at both sides of a cent before they spent it, and if they earned twelve cents they would save eleven. He could not spare a good plate, so he sent a cracked one, and when he received the set there was a crack in every piece. The Chinese had imitated the pattern exactly.

Now, boys and girls, do not imitate us exactly. Be better than we are, or there will be a great many cracks.

WENDELL PHILLIPS

Class Conversation. After each reading the class will discuss it. Did the reader stand straight? Did he speak loud enough? Did he mumble his words? Was his voice pleasant? If there is time to do it, each pupil ought to read the selection again after he has learned what his faults are. Perhaps the teacher will give him some exercises (see Appendix) which will help him to overcome these faults.

138. *Test and Review: Pronouncing Correctly*

During the last two or three years you have been learning to pronounce correctly a number of words that are often mispronounced. These words are given in the Appendix, pages 499–500. The question is, Can you pronounce them correctly now?

Preliminary Test. If there is time to do it, pronounce all the words in groups *A*, *B*, and *C*. If not, pronounce the words of only one group or one column. Your score may be written on the board after your name.

Game. Let the class be divided into a number of teams. Where classes are small there may be no more than two pupils in each team. Let these teams go into training for the game by reading and rereading groups *A*, *B*, and *C*. How is the game played? Each team tries to read the three groups of words without error. Each pupil reads one word every time his turn comes. The team goes on reading until someone makes a mistake. The score is the number of words read.

Final Test. Now test yourself again as you did before you went into training for the game. Your score for that first test is on the board.

° *The Bulletin Board (2)*

Pupils whose score in the preliminary test was perfect do not need to go into training for the game. They may serve as team leaders, as score keepers during the game, or as judges. Or they may write something for the Bulletin Board. Is that board ready for contributions? Has the box been finished? Has the committee been chosen that will arrange the items neatly on the chart? Have you thought of something entertaining to write as a surprise for the class?

139. Retelling a Story for Practice

OLIVER DISCOVERS OLD FAGIN WITH STRANGE TREASURE

1 It was late next morning when Oliver awoke
2 from a sound, long sleep. Only half awake, he
3 looked sleepily about in the old room, whose
4 walls and ceiling were perfectly black with age
5 and dirt. There was no other person present but
6 Old Fagin, who was boiling some coffee in a
7 saucepan for breakfast, and whistling softly to
8 himself as he stirred it round and round with an
9 iron spoon. He would stop every now and then

° The sign ° means optional. See explanation in Teachers' Manual.

10 to listen when there was the least noise below ;
11 and when he had satisfied himself, he would go
12 on whistling and stirring again, as before.

13 Although Oliver had roused himself from sleep,
14 he was not thoroughly awake. He was in a drowsy
15 state between sleeping and waking. He saw Fagin
16 with half-closed eyes, heard his low whistling,
17 recognized the sound of the spoon against the
18 saucepan's sides, and yet was far away in dream-
19 land at the same time.

20 When the coffee was done, Fagin drew the
21 saucepan to one side. Then he turned round and
22 looked at Oliver and called him softly by name.
23 As the latter did not answer and was to all ap-
24 pearances fast asleep, Fagin stepped gently to
25 the door, which he fastened. He then drew
26 forth, as it seemed to Oliver, from some trap in
27 the floor, a small box, which he placed carefully
28 on the table. His eyes glistened as he raised the
29 lid and looked in. Dragging an old chair to the
30 table, he sat down and took from the box a
31 magnificent gold watch, sparkling with jewels.
32 He gazed at it awhile, grinning, and talking to
33 himself, and then once more deposited it in its
34 place of safety. At least half a dozen more were
35 severally drawn forth from the same box and
36 surveyed with equal pleasure, besides rings,
37 brooches, bracelets, and other articles of jewelry,
38 of such rich materials and costly workmanship
39 that Oliver had no idea even of their names.

40 Suddenly he turned round and his bright dark
41 eyes fell on Oliver's face. He saw the boy's eyes

fixed on his in mute curiosity, and although the recognition was only for an instant, it was enough to show the old man that he had been observed. He closed the lid of the box with a loud crash. Laying his hand on the bread knife which lay on the table, he started furiously up.

"What do you watch me for?" he cried, trembling very much. "Why are you awake? What have you seen?"

"I wasn't able to sleep any longer, sir," replied Oliver meekly. "I am very sorry if I have disturbed you, sir."

"You were not awake half an hour ago?" demanded Fagin, scowling fiercely.

"No! No, indeed!" replied Oliver.

"Are you sure?" cried Fagin, with a still fiercer look than before and a threatening attitude.

"Upon my word, sir, I was not," answered Oliver earnestly. "I was not, indeed, sir."

"Tush, tush, my boy!" said Fagin, abruptly changing his manner, and playing with the knife a little before laying it down, as if to make Oliver believe that he had caught it up in mere sport. "Of course I knew that, my boy. I only tried to frighten you. You're a brave boy. Ha-ha! You're a brave boy, Oliver!" He rubbed his hands with a chuckle, but glanced uneasily at the box, notwithstanding.

"Did you see any of these pretty things?" he asked after a short pause, laying his hand upon the box.

"Yes, sir," replied Oliver.

74 "Ah!" said Fagin, turning rather pale. "They
75 — they're mine, Oliver; they're my little prop-
76 erty — all I have to live on in my old age. The
77 folks call me a miser, only a miser — that's all."

78 Oliver thought the old gentleman must be a
79 decided miser to live in such a dirty place, with
80 so many watches, but he said nothing except to
81 ask if he might get up.

82 "Certainly, certainly," replied the old man.
83 "There's a pitcher of water in the corner by
84 the door. Bring it here, and I'll give you a
85 basin to wash in, my boy."

86 Oliver got up, walked across the room, and
87 stooped for an instant to raise the pitcher.
88 When he turned his head, the box was gone.

CHARLES DICKENS, "Oliver Twist" (*Adapted*)

Making an Outline of the Story

Class Conversation. 1. What does the first paragraph of the story tell about? Can you say it in one sentence? Does the following sentence tell it clearly?

When Oliver awoke in the dirty old room next morning, he noticed sleepily that Fagin was there, boiling some coffee in a saucepan.

2. What does the second paragraph add to the first? Can you give it in a sentence?

3. What is the third paragraph about? If you can tell it in a clear sentence, the teacher will write that sentence on the board.

4. Reading lines 40 to 60, what sentence can you give for this exciting part of the story?

5. What is the rest of the story, from line 61 to the end? Can you tell this in a sentence? The best sentence may be written on the board with the others.

You now have five sentences on the board, one for each part of the story. Together, these five sentences give you an outline of the story. That outline will help you to tell the happenings in the right order.

Word Study

Class Conversation. Do you see any word in the first two or three lines of the story that you do not quite understand? Can you give other words that could be used in place of *sound*? What words could be used in place of *present*, in line 5? In this way go through the entire story. Let the dictionary help you.

Expressing a Thought in More than One Way

It will help you to tell the story well if you practice giving the thought of some of the sentences in several different ways.

The thought of the sentence "There was no other person present but Old Fagin" may be expressed in several different ways, among which are the following:

1. Old Fagin was the only other person in the room.
2. No one but Old Fagin and Oliver was in the room.
3. Except Old Fagin there was nobody else there.
4. Oliver and Old Fagin were alone in the room.

Speaking. 1. Express the thought of each of these sentences in several different ways. In each case the class will say which way is the best.

1. He satisfied himself that all was safe.
2. Oliver was not thoroughly awake.
3. He recognized the sound of the spoon against the saucepan.

2. In the same way express in several different ways the thought of other sentences from the story. The class will decide which is the best.

Speaking. Now you are ready to tell the story. As you do so, remember why you are telling it. Since your classmates know it as well as you do, they will be interested mainly in your way of speaking. They will be thinking, "Is he telling things in the right order? Is he forgetting something important? Is he using the best words? Is he speaking loud enough? Is he using too many *and's*?" Tell one or more of the five parts of the story. *It will be better to tell only one part well than the whole story poorly.*

P
R
A
C
T
I
C
E

--- Your classmates will praise what you have done well. That will be pleasant. In order to help you improve your speaking, they will point out what you might have done better. Think this over. Then tell the story (or a part of it) again, and this time try to do the things, or at least one of them, that your classmates have advised you to do.

140. Telling about Something You Have Seen or Done

The pupils were telling about things they had seen or done.

Charles shuffled to the front of the room with a scowl on his face and — if mumbling can be called speaking — spoke as follows, standing on one leg and holding onto a chair :

While I was camping last summer I learned that it is a risky thing to sit with your back against a stone fence. I used to do it when I read a book after lunch while all was quiet in the camp. One day I heard something rustle behind me. As it sounded like a piece of paper moved to and fro by the wind, I paid no attention to it at first, but it kept on rustling. I looked around. Then I made the champion jump in the world. There, not five feet away from where I had been reading, I saw a huge black snake gliding smoothly over the loose stones of the fence. I have since been told that black snakes like old stone fences. So I don't — any more.

It was a pleasure to listen to Amy's talk, for she stood straight, she spoke loud enough for everyone in the room to hear her, she pronounced each word distinctly, and her voice was pleasant. She said :

Never turn a turtle upside down unless you are sure that there is no ink in it. I wish I had followed this rule when I was visiting my cousin on her birthday. She had received a very pretty desk with a red cloth top. On it stood a turtle made of metal, looking almost like a real turtle. I picked it up. I turned it over to look at the under side. Then, too late, I learned it was an inkwell. Now my cousin's desk top is partly red and partly black, to remind her of me.

The classmates of the two speakers enjoyed both these talks, but they liked Amy's better. They said that one talk was as good as the other but that Charles had spoiled his by not standing straight, speaking distinctly, or looking pleasant. Both talks were praised for their beginning and ending sentences. Both speakers were praised for sticking to the point. Neither speaker used incorrect English, but Charles pronounced *champion* as if it were spelled *champeen*.

S
T
U
D
Y

In preparation for your own talk to the class, silently read and answer the questions and follow the directions given below:

1. Do you see that both children spoke about something that had happened to them? Interesting little things are happening to all of us.

2. Perhaps something has happened to you this very day or yesterday about which you would like to talk? Did you break a shoe lace while hurrying to get ready for school? Were you scolded for forgetting to brush your teeth? Did you see a brightly colored insect on your way to school?

3. Whose talk begins with the more promising sentence — Charles's or Amy's? Whose ending sentence do you like better? What is the ending or closing sentence in the story of Old Fagin and Oliver?

4. When you make the beginning sentence for your talk, what must you try to do?

5. Make a closing sentence for your story.

6. Remember not to talk about too big a subject. Subjects like "My Summer Vacation" or "Things I do Saturdays" are too big for a short talk. Instead, talk about some one little thing.

Speaking. When your turn comes, tell the class about something that you have seen or done.

P
R
A
C
T
I
C
E

It will be pleasant to hear your classmates praising the good things in your talk. Perhaps you had a very interesting beginning sentence. Perhaps your closing sentence made them laugh. Perhaps, on the other hand, you did not speak either loud or distinctly enough. Whatever it was that you did not do well, plan to do that well when you speak again. If there is time, tell your story several times. It is only by trying again and again that we improve our speaking.

Project. It would be fun to make a book of these experiences. If each pupil should write his story, these could be placed together in one cover. What title will you write or print on this? Does one of the following please you?

True Stories

Happenings of Many Kinds

The Sixth-Grader's Storybook

141. Choosing a Subject for a Talk

Sometimes pupils make the mistake of choosing too large a subject for their talks. Some of the subjects are large enough for a whole book. It is probably true as a rule that the smaller the subject, the more interesting the talk.

It is easy to see that "Books I Have Read" is not so promising a subject for a talk as "One Book that I Have Read Twice." For the same reason "Our School" is not so good a subject as "Our Schoolroom." It would be better still to talk about such smaller and more definite subjects as these:

The Clock in Our Schoolroom

The Damp Smell in Our Cloakroom on a Rainy Day

The Story of an Ink Spot on Our Schoolroom Floor

What I Like Best about Our Schoolroom

Exercise. 1. Which of the following subjects seem to you to promise interesting talks? In your opinion which are the best two or three subjects in the list?

1. Books
2. My Favorite Book
3. The Most Exciting Page in My Favorite Book
4. A Rainy Day
5. How I Kept Dry on a Rainy Day
6. A Rainy Day that Did Not Spoil a Picnic
7. Shoes
8. A Shoe that Pinched
9. Thanksgiving Day
10. Losing a Tooth on Thanksgiving Day
11. Going to School
12. My First Day at School
13. The First Word I Learned to Read
14. A Boy Who Will Never Tease Me Again
15. Teasing
16. Clothes
17. Wearing a New Suit to School
18. The Boy Who Would Not Get His Hair Cut
19. Rabbits
20. Can You Tell Rabbit Fur from Cat Fur?
21. Dogs

2. Look again at those subjects in the list that are unsatisfactory because they are too large. Can you improve any by making them narrower, smaller, more definite?

3. What was the subject of your talk to the class the other day? Can you improve it now?

S
T
U
D
Y

Are you learning to study and to prepare yourself for a talk? Silently read and answer the questions below and follow the directions:

1. Think of something about which you would like to talk.

2. Can you make your subject any narrower? Make it just as narrow and definite as you can.

3. Write your subject on a piece of paper. Do you remember how the first word and every important word in a title should begin?

Writing. Copy your subject on the board where the class may read it in order to decide whether it is a suitable and promising subject for a talk.

142. The Subject of a Sentence

Every sentence consists of two main parts. You cannot have a sentence unless you have both. Thus, the words *the frightened horse* do not make a sentence, and the words *almost ran away with George* do not make a sentence. Each group is only one of the two parts of the sentence

The frightened horse | almost ran away with George.

Every sentence can be separated into its two main parts. One of these tells what the sentence is about. Thus the sentence below is about birds.

Birds | sing.

The following sentence is about the boys :

The boys | laughed.

Exercise. Tell what each of the following sentences is about :

- | | |
|----------------------|--------------------------------|
| 1. Brother studies. | 8. The school bell is ringing. |
| 2. Sister sews. | 9. Children run. |
| 3. John is studying. | 10. Children run fast. |
| 4. Mary is sewing. | 11. Dogs bark. |
| 5. Airplanes hum. | 12. My dog barks. |
| 6. Insects buzz. | 13. Several dogs are barking. |
| 7. Leaves fall. | 14. That dog is barking again. |

The part of a sentence that tells what the sentence is about is called the **subject** of the sentence. Thus, the word *Brother* is the subject of the sentence *Brother studies*. The word *Brother* tells what the sentence is about.

Exercise. Give the subject of each of the following sentences :

- | | |
|-------------------|---------------------------------|
| 1. Babies cry. | 8. All babies cry. |
| 2. Lions roar. | 9. Hungry lions roar. |
| 3. Boys tease. | 10. Naughty boys tease. |
| 4. Horses gallop. | 11. Saddle horses gallop. |
| 5. Hens cackle. | 12. My friend called. |
| 6. Cats purr. | 13. My good friend called. |
| 7. Eagles scream. | 14. My old friend called today. |

The subject of a sentence may be only one word or it may be many words. In each of the following sentences the subject is underscored :

1. John laughed.
2. My old friend John laughed.
3. Every man, woman, and child in the room laughed.

Exercise. Point out the subject of each of these sentences :

1. Airplanes hummed.
2. Many huge airplanes hummed.
3. The famous airplane landed safely.
4. A balloon fell.
5. A burning balloon fell.
6. A burning balloon fell near us.
7. The giant balloon exploded.
8. The soldiers quarreled.
9. Several angry soldiers quarreled.
10. Several angry French soldiers quarreled.
11. Pupils study.
12. Some pupils study.
13. Some pupils study hard.
14. Most sensible pupils study.
15. All the pupils in that excellent school study.
16. Several expensive marbles were lost.
17. Those boys on the motor cycle were laughing.
18. Every boy and girl in the room applauded.
19. They shouted.
20. Everybody shouted.

The subject of a sentence is that part of it which tells what the sentence is about.

143. Telling the Story of a Picture

Surely something is going on in that street. Those children in the picture on page 346 are all eyes. What can it be?

S
T
U
D
Y

As you study the picture and prepare yourself to tell its story, let the following questions help you. Read and answer them silently.

1. What names will you give those four children? Are they brothers and sisters or only friends?

2. Where are the father and the mother? If the mother were there, would she let that little girl sit on the window sill?

3. Perhaps the father and mother are coming home, and the children are waiting for them. What, perhaps, will they bring with them?

4. Is there an organ grinder in the street below or some kind of parade going by?

5. What if the monkey should climb to the window or the elephant should reach up and lift the little girl off the window sill?

6. When you have decided on your story, with what sentence will you begin it?

Speaking. Tell the story you have made up for the picture. Your classmates will wonder what it is, particularly if your beginning sentence arouses their curiosity. Perhaps you will tell it as if you were one of the children in the open window. If so, what promising beginning sentence can you make for your story?



Do you remember writing earlier in the year a list of the things you ought to do when speaking? It is part of the Summary, pages 481-483. To which items in that list will you give special attention during the present story-telling? Perhaps these should be copied on the board. Then the class cannot forget what to listen for as you speak.

Inventing a Title for Your Story and the Picture

Class Conversation. What title will you give your story? The same title should fit the picture. The class will tell you what they think of it. Other pupils will give their titles. The best ones may be written on the board. The class will decide which is the very best.

144. Learning to Speak without Using Too Many *and*'s

One of the most common faults seen in story-telling and in all speaking is the use of unnecessary *and*'s. How shall we overcome this fault? One way is to practice speaking without unnecessary *and*'s.

Using Short, Crisp Sentences

Exercise. Change each of the following sentences to two sentences. Do this by omitting the unnecessary *and*, by dropping the voice at the end of your first sentence, and by making a short but clear-cut pause

before beginning your second sentence. Thus, you may change the eighth sentence below to these two :

The coffee was done. Fagin took it off the fire.

1. It was late next morning and Oliver awoke from a long sleep.

2. Old Fagin was there and he was boiling some coffee.

3. He boiled the coffee and he whistled softly to himself.

4. He stirred it round and round and every now and then he stopped to listen.

5. He satisfied himself that all was well and he went on whistling.

6. Oliver had just roused himself from sleep and he was still in a drowsy state.

7. He saw Fagin with half-closed eyes and he was in dreamland at the same time.

8. The coffee was done and Fagin took it off the fire.

9. He called Oliver by name and Oliver did not answer.

10. Fagin stepped gently to the door and he fastened it.

11. He drew forth a box from a trap in the floor and he placed it carefully on the table before him.

12. He raised the lid and looked in and his eyes glistened.

13. He had dragged an old chair to the table and he sat down in it.

14. He took from the box a magnificent gold watch and it sparkled with jewels.

15. He gazed at it for a time and he grinned and talked to himself.

16. He deposited it in its place of safety and he drew out several others like it.

17. His bright dark eyes fell on Oliver's face and he saw at once that the boy was looking at him.

18. The old man saw that he had been observed and he closed the box with a loud crash.

19. Fagin had scowled very fiercely at Oliver and he now abruptly changed his manner.

20. He rubbed his hands with a chuckle and he glanced uneasily at the box.

21. Oliver thought the old man must be a miser and he said nothing.

22. Oliver asked if he might get up and the old man replied, "Certainly, certainly."

23. Oliver walked across the room and he stooped for an instant to pick up the pitcher.

24. He turned around with the pitcher and the box was gone.

25. Do you know who Old Fagin was and how did he happen to have those watches and that jewelry?

26. What was Oliver doing in this strange room and was Fagin a good or a bad man?

Drill. Read the sentences rapidly, omitting each unnecessary *and*, dropping the voice at the end of each short sentence, and making a clear-cut pause before beginning the next sentence. Read rapidly but distinctly. How could you make a game of this drill?

145. Correct Usage: *set* and *sit*

The words *set* and *sit* do not have the same meaning. *Sit* means "have a seat," as in the sentence

She *sits* on the porch.

Set, on the other hand, means "place" or "put," as in the sentence

He *set* the box on the porch.

It is incorrect to use *set* as if it meant *sit*. It is incorrect to say "There he *sets*" when your meaning is "There he *sits*."

Notice the following correct uses of *set* and *sit*:

1. She is *sitting* by the window. (NOT *setting*)
2. See how well he *sits* on his horse. (NOT *sets*)
3. He *sat* in the armchair all morning. (NOT *set*)
4. Please *sit* near the table. (NOT *set*)
5. Please *set* your umbrella in the corner.
6. He *set* his boots in the closet.
7. He *set* his basket on the floor and *sat* on the bench.

Test. On a sheet of paper write the numbers 1 to 29. After these write the correct words — that is, *set*, *sets*, *setting*, or *sit*, *sits*, *sat*, *sitting* — for the blanks in the drill sentences below. Check your list in the usual way.

1. There she _ _ ¹ _ by the open window.
2. Who is that _ _ ² _ in the other chair?
3. Come in, _ _ ³ _ your umbrella behind the door,
and _ _ ⁴ _ in this easy chair.

4. The old man always ⁵ in that chair.
5. Where did you ⁶ the box that came today?
6. John is ⁷ the box on the shelf.
7. They ⁸ up all night waiting for the news.
8. ⁹ the candlestick on the dresser.
9. "Somebody has ¹⁰ in my chair," cried a tiny voice.
10. Who ¹¹ that jar on the table? Why not ¹² it there?
11. ¹³ in the shade, he watched the people ¹⁴ in their cars.
12. "Still ¹⁵ the school-house by the road."
13. Do not ¹⁶ too long in the sun.
14. They ¹⁷ the pole near the street corner.
15. I can see it from where I am ¹⁸.
16. He ¹⁹ down at his desk and ²⁰ the ink bottle before him.
17. I saw him ²¹ there while the other men were ²² under the tree.
18. ²³ your chair in the corner and ²⁴ in it.
19. Do you see your brother ²⁵ over there?
20. First he ²⁶ a chair on the lawn. Then he ²⁷ in it.
21. ²⁸ near me, or ²⁹ on that bench.

WHITTIER

Drill in Correct Usage. Read the twenty-one sentences above, filling the blanks as you read. As you grow surer of the correct use of *set* and *sit*, read faster, but always distinctly. Perhaps the teacher will time each pupil.

°Our Newspaper (3)

Those who made no mistakes in the test do not need the drill above. Instead, they may write something interesting for the class newspaper. This is only another name for the surprise box, about which you know.

146. Letter Writing

Why do you suppose Harold Brown wrote the following letter to Mr. Kellogg?

Hawthorne School
Madison, Wisconsin
November 4, 1930

Dear Mr. Kellogg:

Next Friday afternoon the pupils of Miss Smith's room will give an entertainment to which you and Mrs. Kellogg are invited. It will be called "The Story Hour." Your son Tom will be one of the story-tellers. The fun will begin at two o'clock.

Yours respectfully,
Harold Brown

This letter reached Mr. Kellogg by mail, and he read it with surprise and interest. He read it more than once and showed it to Mrs. Kellogg that evening. She said: "I had no idea that Brown boy could write so neat a letter. See, there is not a mistake in it, nor a finger mark on it. I wonder whether our Tom can do as well?" She looked at the address on the envelope, but there was no mistake in that either. It was carefully written as follows:

Mr. Charles D. Kellogg
1453 Harvester Building
Madison
Wisconsin

In Harold Brown's school each pupil had written his father's name and address on a slip of paper. These slips were placed in a box or basket and thoroughly mixed. Then each pupil drew out one. This gave him the name and address of the person to whom to send an invitation to come to "The Story Hour."

Writing. Write your invitation to the person whose name you draw from the box or basket. Write the address on the envelope. Make your invitation and addressed envelope look like those above.

Correction. What are the things that make a letter correct? Do you remember the list you used several weeks ago? You will find rules for letter writing on pages 481-483. Besides, you have the letter on page 352. Have it before you as you read your letter over for mistakes. If necessary, copy your letter.

The Story Hour

Project. What sort of story hour will you plan? Who are to be the speakers? What stories might they tell? Could you give also a number of songs and poems? Would it be a good plan to have someone read the class newspaper, or bulletin board, aloud?

147. The Predicate of a Sentence

You have learned that one of the two main parts of every sentence is called the subject. The subject is that part which tells what the sentence is about. What does the other part do? That is the question which we shall now answer.

Look at the sentence

Birds | sing.

The subject is *Birds*, because the sentence is about birds. The other part of the sentence is *sing*. This tells something about the subject. The word *sing* tells something about the subject *Birds*; the word *sing* tells something that the subject does.

Exercise. Point out the subject of each of the following sentences. Then tell what is said about the subject. Thus, the subject of the first sentence is *Dogs*. The other part of the sentence tells something about *Dogs*. It says that dogs *bark*.

- | | |
|-------------------------|---|
| 1. Dogs bark. | 9. The car skidded. |
| 2. Children giggle. | 10. The skater tumbled. |
| 3. Pupils study. | 11. The lawyer objected. |
| 4. Lions roar. | 12. Several birds flew. |
| 5. Horses neigh. | 13. Some friends were visit-
ing at our house. |
| 6. The stranger nodded. | 14. The strange little ship
steamed on. |
| 7. My friend laughed. | |
| 8. The driver scowled. | |

What name shall we give to this part of the sentence that tells something about the subject? It is called the **predicate**. Thus, the predicate of the last sentence above is *steamed on*. The predicate of sentence 8 is *scowled*.

The predicate of a sentence may be only one word or several words. Notice that the following sentences all have the same subject, *Squirrels*. Notice the different things that are said about that subject.

1. Squirrels *chatter*.
2. Squirrels *gather nuts*.
3. Squirrels *are pretty animals*.
4. Squirrels *are hunted for their fur*.

In the first sentence we have a predicate of one word, *chatter*. In the last the predicate consists of five words.

Exercise. Point out the predicate of each of the following sentences. First, tell what the subject is. Then tell what is said about that subject; that is, tell what the predicate is.

1. Mary smiled.
2. Mary smiled at the baby.
3. The old horse neighed.
4. Every pupil looked up.
5. Every pupil looked up at the visitor.
6. The visitor bowed.
7. The visitor chatted with the teacher.
8. The visitor talked with some of the children.
9. The visitor looked at the pupils' work.
10. Many people were walking on the beach.
11. Some people can swim.
12. A mountain goat looked down from a high rock.
13. The hunters aimed.
14. The hunters aimed at the goat on the rock.
15. The hunters crawled through the bushes.
16. A pretty bird with red wings flew by.
17. John laughed.
18. John laughed at the clown.
19. John laughed at the clown's funny tricks.
20. John and James sat together.
21. The girls were working in the house.
22. They were singing at their work.

The predicate of a sentence is that part of it which tells what is said about the subject.

148. Reading a Poem Aloud

Some time ago thousands of children in the sixth grade voted for the poems they liked best. The following poem received the largest number of votes. Perhaps one reason is that it is a poem about courage. Listen as the teacher reads it to you.

SOMEBODY'S MOTHER

The woman was old, and ragged, and gray,
And bent with the chill of the winter's day;

The street was wet with a recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long,
Alone, uncared for, amid the throng

Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street, with laughter and shout,
Glad in the freedom of "school let out,"

Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray
Hastened the children on their way,

Nor offered a helping hand to her —
So meek, so timid, afraid to stir

Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop —
The gayest laddie of all the group ;

He paused beside her and whispered low,
"I'll help you across if you wish to go."

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,

He guided the trembling feet along,
Proud that his own were firm and strong.

Then back again to his friends he went,
His young heart happy and well content.

"She's somebody's mother, boys, you know,
For all she's aged and poor and slow ;

"And I hope some fellow will lend a hand
To help my mother, you understand,

"If ever she's poor and old and gray,
When her own dear boy is far away."

And "somebody's mother" bowed low her head
In her home that night and the prayer she said

Was, "God, be kind to the noble boy,
Who is somebody's son and pride and joy!"

Author Unknown

Reading. 1. Read the first stanza of the poem. This is only two lines. How well can you read them?

P
R
A
C
T
I
C
E

There is no use in beginning to read the second stanza until you have read the first one well. The class will tell you whether you have read loud and distinctly enough. Perhaps your reading did not bring out the meaning. Perhaps you failed in some other way. Whatever your fault, read the stanza again and again until you can read it as it should be read.

2. In the same way practice reading the other stanzas. At last you will be ready to read the entire poem aloud, to give pleasure to others—to your parents at home or to the pupils of another schoolroom.

149. Retelling a Story for Practice

You have probably read or heard about Robinson Crusoe. He was shipwrecked on a lonely island. The next day he swam back to the wrecked ship and built a raft on which he carried many useful things to shore.

As time went on, he made himself quite comfortable on that lonely island. He had it all to himself, for there were no other human beings on it and no dangerous animals. Around a cave in which he lived he built a high fence of dense trees. This safe retreat he called his castle. Here he spent many years, with only a dog, a cat or two, several goats, and a parrot for

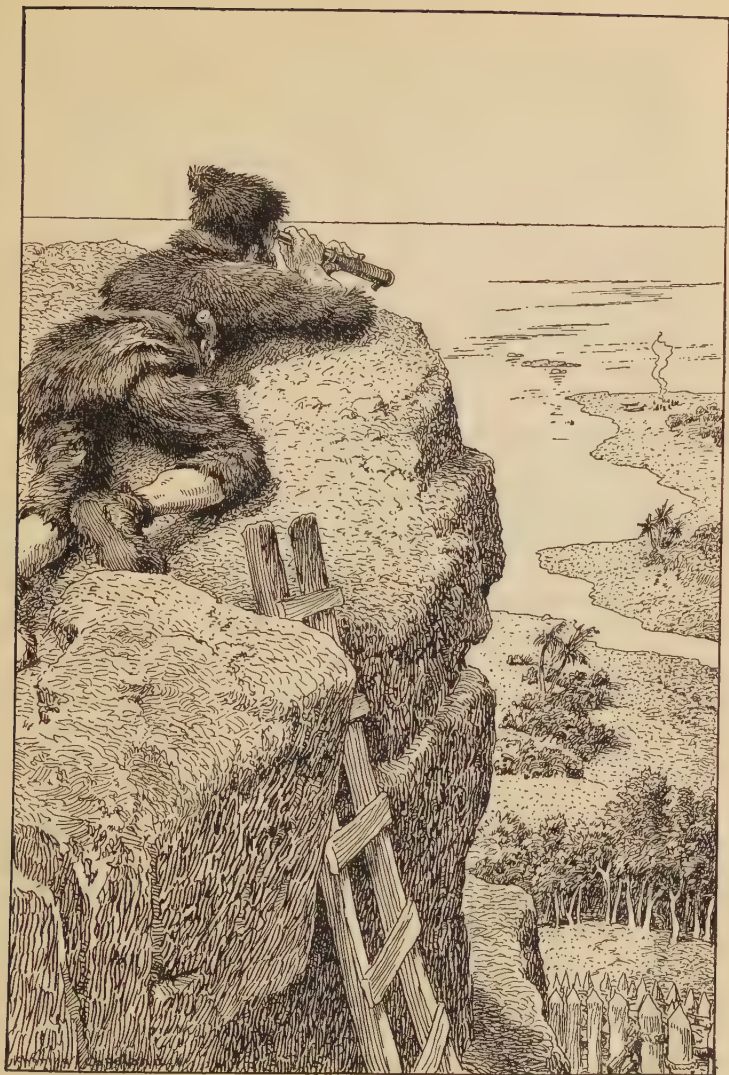
companions. Nothing interrupted his quiet life. He was beginning to think that it would always be so. Then, one day, something happened.

Read the story to yourself as Robinson Crusoe tells it in his old-fashioned English.

ROBINSON CRUSOE MAKES A FRIEND

I was now in my twenty-third year of residence in this island, when, going out pretty early one morning, even before it was thorough daylight, I was surprised with seeing a light of some fire on the shore, at a distance from me of about two miles. I was indeed greatly surprised at the sight, and stopped short within my fence, not daring to go out. I prepared myself within my castle, putting myself in a posture of defense. I loaded all my muskets and all my pistols, and resolved to defend myself to the last gasp. I waited about two hours and began to be impatient for intelligence abroad, and after a while I was not able to bear sitting in ignorance any longer. So, setting up my ladder to the side of the hill in which was my cave, I mounted to the top. Pulling out my glass, which I had taken on purpose, I lay flat on the ground and began to look for the place.

I presently found a band of savages very busy around a fire they had made, not to warm them, for they had no need of that, the weather being extremely hot, but, as I supposed, to eat some of the human flesh which they were preparing



ROBINSON WATCHES THE CANNIBALS

to roast for their feast. While I was thus looking on, I perceived through my glass two miserable wretches dragged from boats on the shore, where it seems they were laid by and were now brought out for slaughter. I perceived one of them immediately fell, being knocked down, I suppose with a club or wooden sword, and two or three others were at work immediately, cutting him up for their cookery, while the other victim was left standing by himself, till they should be ready for him. In that very moment, this poor wretch seeing himself a little at liberty, darted away from them and ran with incredible swiftness along the sands directly towards me, I mean towards that part of the coast where my castle was.

I was dreadfully frightened when I perceived him to run my way, and especially when, as I thought, I saw him pursued by the whole band. I expected him to take shelter in my castle and that the other savages would pursue him thither. However, I kept my position, and my spirits began to recover when I found that there were not above three men that followed him, and still more was I encouraged when I saw that he gained ground on them and, if he could hold out for half an hour, would fairly get away from them all. There was between them and my castle the creek which I mentioned in the first part of my story, when I landed my cargo out of the ship, and this creek I saw he must necessarily swim over, or the poor wretch would

be taken there. But when he reached it, he made nothing of it, but plunging in swam through in about thirty strokes, landed, and ran on with exceeding strength and swiftness. When the three persons came to the creek, I found that only two of them could swim.

It came now very warmly upon my thoughts that now was my time to save this poor creature's life. I immediately ran down the ladders, fetched my two guns, and getting out of my castle I made a short cut toward the sea, placing myself in the way between the pursuers and the pursued. I slowly advanced toward the two pursuers. Then, rushing at once upon the foremost, I knocked him down with the stock of my piece. I was loath to fire because I would not have the rest hear, though at that distance it would not have been easily heard. Having knocked this fellow down, I advanced apace towards the other who pursued, but as I came nearer I saw he had a bow and arrow and was fitting it to shoot at me. So I was then necessitated to shoot at him first, which I did, and killed him at the first shot.

When the poor savage who fled saw both his enemies fallen and killed, he was so frightened with the fire and noise of my piece that he stood stock still and neither came forward nor went backward. I called to him and made signs to him to come forward, which he easily understood and came a little way, then stopped again, and then a little further, and stopped again, and

I could then perceive that he was trembling. I beckoned him again to come to me. I smiled to him and looked pleasant and beckoned to him to come still nearer. At length he came close to me and kneeling down kissed the ground and taking me by the foot set my foot upon his head in token of swearing to be my slave forever. I took him up and made much of him and encouraged him all I could.

DANIEL DEFOE, "Robinson Crusoe"

Making an Outline

Class Conversation. As you see, the story consists of five paragraphs. What part of the whole story does each paragraph tell? Can you give the main thought of each in one sentence? Does the following sentence express correctly the central idea of the first paragraph?

When Robinson had lived on his lonely island twenty-three years, he was astonished one morning to see a fire burning on the beach.

The best sentence for each paragraph may be written on the board. Together, these sentences make an outline of the story.

Word Study

S
T
U
D
Y

As you learn to study the words of the story, let the following directions help you. Read them silently and, working alone at your desk, do what they tell you to do.

1. With your dictionary at your side, read the story once more. When you come to a word that you do not know very well, look it up in the dictionary. Find one or more words of nearly the same meaning that you could use in its place. Words like the following you should not overlook :

posture	liberty
resolved	incredible
ignorance	pursued
mounted	encouraged
presently	exceeding
perceived	advanced
victim	necessitated

2. Make a list of the words you look up in the dictionary and write opposite each a word or two that you could use in its place.

Expressing a Thought in Different Ways

The thought of the first numbered sentence below can be expressed in several different ways, among which are the following :

I had by this time lived on the island twenty-three years.

It was my twenty-third year on the island.

Twenty-three years had come and gone since I first saw this island.

1. I was now in my twenty-third year of residence in this island.

2. I stopped short within my fence, not daring to go out.

3. I put myself in a posture of defense.
4. I resolved to defend myself to the last gasp.
5. I began to be impatient for intelligence abroad.

Speaking. 1. Express the thought of each of the sentences above in several different ways, and then choose the best.

2. Express in several different ways the thought of sentences that you and your classmates select from the story.

Speaking. 1. Tell the first one of the five paragraphs of the story.

P
R
A
C
T
I
C
E

Remember that you are telling this story, which the class knows as well as you do, to give yourself practice in speaking, in order that your speaking may improve. The class will listen and suggest what improvements you ought to try to make. The list on pages 481-483 will help them in this. Try for those improvements—if necessary, several times. Why stop before you have succeeded?

2. In the same way tell the story of each of the other paragraphs.

° **Contest.** Should you like to have a story-telling contest? Teams of five pupils each may practice telling the story, each pupil practicing one paragraph. Then one team after another may go to the front and tell the story. Another class may be invited to your room to hear the story-telling and perhaps to decide

by vote which team spoke best. If your class is too small to be divided into several teams, let the one team tell the story to the pupils of some other room. If there are not pupils enough for even one team, each pupil will have to tell more than one paragraph of the story.

150. Correct Usage: *froze, frozen ; broke, broken ; spoke, spoken*

The three words *froze, broke, and spoke* must never be used with the helping words *have, has, had, is, are, was, and were*.

It is correct to say :

I *froze* my fingers.

He *broke* his arm.

She *spoke* distinctly.

In the sentences below notice the correct use of *frozen, broken, and spoken*. These are the words to use with *have, has, had, is, are, was, or were*.

- | | |
|---|--------------------------|
| 1. I <i>have frozen</i> my fingers. | (NOT <i>have froze</i>) |
| 2. He <i>has broken</i> his arm. | (NOT <i>has broke</i>) |
| 3. She <i>had spoken</i> distinctly. | (NOT <i>had spoke</i>) |
| 4. His finger <i>is broken</i> . | (NOT <i>is broke</i>) |
| 5. Her nose <i>was frozen</i> . | (NOT <i>was froze</i>) |
| 6. Those words <i>were spoken</i> too late. | (NOT <i>were spoke</i>) |
| 7. My ears <i>are frozen</i> . | (NOT <i>are froze</i>) |
| 8. The window <i>was broken</i> . | (NOT <i>was broke</i>) |
| 9. The last word <i>was spoken</i> . | (NOT <i>was spoke</i>) |

Working alone, follow these directions:

1. In order to get your lips, tongue, and ears used to the right forms, pronounce over and over rapidly and distinctly the first of the groups of words given below.
2. See how many times you can say *have frozen, have frozen, have frozen* with one deep breath.
3. Do the same with each of these groups:

a. have frozen

e. have spoken

i. were frozen

b. has frozen

f. had spoken

j. was broken

c. have broken

g. is frozen

k. were spoken

d. has broken

h. was frozen

l. are broken

Speaking. Make short sentences using the groups of words above. Speak distinctly as you give your sentences.

Test. On a sheet of paper write the numbers 1 to 26. Opposite these numbers write the correct words from the twenty-six parentheses below:

1. The poor fellow had (froze ¹ frozen) his ears.
2. One ear was badly (frozen ² froze).
3. He (frozen ³ froze) the same ear last winter.
4. I have often (spoken ⁴ spoke) with him.
5. I (spoken ⁵ spoke) with him about the ear that was (frozen ⁶ froze).
6. Have you ever (frozen ⁷ froze) your toes?
7. The river is (froze ⁸ frozen), but the ice is (broken ⁹ broke).

8. She has (**broke**¹⁰ **broken**) her pencil.
9. Her pencil is (**broken**¹¹ **broke**), and her pen is (**broke**¹² **broken**).
10. I (**spoke**¹³ **spoken**) to you yesterday, and I have not (**spoke**¹⁴ **spoken**) to you since.
11. When the sentence was (**spoken**¹⁵ **spoke**), the spirit of the wretched prisoner was (**broken**¹⁶ **broke**).
12. When the axle (**broke**¹⁷ **broken**), the spring was (**broken**¹⁸ **broke**).
13. The water pipes were (**froze**¹⁹ **frozen**), and the pump was (**broken**²⁰ **broke**).
14. I have never (**spoken**²¹ **spoke**) about the time when I (**broke**²² **broken**) my arm.
15. It was (**broke**²³ **broken**) in an accident about which I have never (**spoken**²⁴ **spoke**) to you.
16. I (**spoken**²⁵ **spoke**) to him about the ear that I (**froze**²⁶ **frozen**) last winter.

If you made no mistakes in the test, you may omit the following drill (since you do not need it) and work on the contributors' box instead. If you need the drill, busy yourself with that.

Drill in Correct Usage. Read the test sentences above until you can read them without making mistakes. Read slowly at first, then faster, but always correctly and distinctly. Perhaps the teacher will time you and your classmates.

° *The Contributors' Box (4)*

This is for those pupils who have finished their other work and would like to write something for the entertainment of the class. Read what was said under the headings "The Surprise Box," "The Bulletin Board," and "Our Newspaper." See pages 327, 331, and 352.

Have you an original idea for the contributors' box? Perhaps you know of an interesting question or a puzzle.

151. Giving Directions over the Telephone

In a certain school, where the pupils often play telephone games, each row of seats in the room is given a name and each seat a number. The second seat in the first row, for instance, is *Main 222*; the third in the second row, *Broadway 333*; and so on. Any pupil can tell at a glance what another's telephone number is. The telephone operator sits at the teacher's desk.

Speaking. Following a plan like the one just explained or using a telephone directory that you have made, telephone to your classmates. Ask for the best way from one place to another, as,

1. From the schoolhouse to the post office.
2. From the post office to the station.
3. From the railroad station to a certain house.
4. From one house to another.

There is no use in your telephoning unless each time you do so you learn something about telephoning better. Therefore, your classmates will kindly make suggestions to you for improving your telephoning. Think these suggestions over. When you telephone again, make it a point to follow them. One after another, make the improvements suggested.

152. Pronouncing Correctly

The following words are sometimes mispronounced. Listen as the teacher pronounces each one several times.

1. government (NOT *goverment*)
2. length (NOT *lenth*)
3. strength (NOT *strenth*)
4. suggest (NOT *sugest*)
5. usually (NOT *usally*)
6. chocolate (NOT *chalklet*)
7. attached (NOT *attachted*)
8. recognize (NOT *reconize*)
9. regular (NOT *reglar*)
10. new (NOT *noo*)

Pronouncing. Now, with the class on the lookout for mistakes, pronounce the entire list several times. Can you do this correctly, rapidly, and easily?

Using the Dictionary

As you know, the dictionary tells how words should be pronounced. It divides each word into syllables.

It tells which syllable should be accented. With the help of the "Key," you can quickly learn how to sound various letters.

Writing. Find in the dictionary each of the words on page 372. Copy the word, dividing it into syllables, if it is a word of more than one syllable, and marking the accented syllable. As you copy, pronounce the word to yourself over and over.

Speaking. Make a sentence containing as many of those ten words above as you can use and still have a sensible sentence. The following sentence contains five of the words:

I *recognized* the *chocolate* as not a *new* kind but as the *regular* kind that we *usually* bought.

This exercise will also give you practice in making interesting sentences.

153. Inventing an Ending for an Unfinished Story

Do you have interesting ideas? Can you make up original endings for unfinished stories? The following story gives you a chance to test yourself.

If the engine had only stopped while they were still in town! To have it stop and refuse to start again "ten miles from nowhere," as Tom's father said in disgust, was bad luck indeed. He had the hood of the car up and was staring at the motor, wondering what could be the matter with the thing. Tom was looking on,

and Tom's mother, on the back seat, was studying a map and trying to make out where they might be in this strange country one thousand miles from home.

The Joneses were motoring; that is, they had been, until their car stopped. They were spending the summer vacation on a long trip to California. Tom was enjoying it hugely. "Besides," said Mr. Jones, "he was learning a bit about geography." Over good roads and had their new car had run along, humming contentedly, and everything had been perfect until now. Mr. Jones knew very little about gas engines. He had not the remotest idea why the engine had suddenly gone wrong.

"What does that sign say, Tom?" called Mrs. Jones, pointing to a painted board that was nailed to a telegraph pole ahead.

"Everready Garage One-Half Mile," read Tom. "One-half mile! That isn't far. Shall I go and get them, Dad? I can run there in ten minutes."

Mr. Jones talked with his wife. They could not telephone, for there was no house in sight. Besides, it was doubtful whether there were any telephones in this out-of-the-way section. He looked up the lonely road, but as they were standing on the slope of a hill, he could not see far ahead. Perhaps he had better go himself, since Tom was only twelve. But, no, it would be a good thing for Tom to have this experience.

"All right, Tom. Try to get a good mechanic to come right back with you."

Tom started off, made most of the half mile on a dog trot, found the garage, learned that the mechanic had gone to town but that his wife thought he would return in about half an hour, decided not to wait for him, and after leaving careful directions for finding the car, took the road back to his parents, in order to let them know without delay what to expect.

As Tom trudged along, he noticed that there were no farmhouses to be seen. Clearly it was not a farming country. The sandy soil was not good enough. Possibly sheep might be grazed on those thinly covered hills. There was no one anywhere to be seen. Some crows cawed loudly as they flew out of a small clump of scrubby trees. He had not noticed those trees before. The caw was the only sound Tom had heard since starting back from the garage. At last he reached the hill from which he could see the place where the car had come to a standstill. Great was his surprise as he looked down the road. There was no car in sight. There was nothing and nobody in sight. His father, his mother, and the car had disappeared.

STUDY

As you prepare to tell the class how the story might end, silently read and answer the following questions, which will guide you as you think the story over:

1. What would you have done in Tom's place — run back to the garage, run along the road which

the car probably had taken, or stayed right there and waited?

2. Do you think that Tom's father got the car started while Tom was on his way for the mechanic?

3. If so, why did not Tom's father follow him to the garage? Why did he turn around and drive away when he knew that Tom would return in a few minutes?

4. Does it seem likely that somebody kidnapped Tom's parents?

5. What could have made Tom's father and mother leave in such a hurry, without a word of explanation?

6. Can you think of some ending for the story that will be both sensible and most unexpected? What surprise ending can you invent for the entertainment of the class?

Speaking. Tell your classmates how you would finish the story.

154. Building Sentences

Sentences may be long or short. The subject may consist of only one word or of many words. The same is true of the predicate. The following sentence has a subject of two words and a predicate of two words:

The girl was working.

Notice how both subject and predicate are made longer, as you read the following sentences:

1. The girl | was working.
2. The little girl | was working.
3. The little girl | was working hard.
4. The cheerful little girl | was working hard.
5. The cheerful little girl | was working hard over her schoolbook.
6. The cheerful little girl in the sixth grade | was working hard over her schoolbook.
7. The cheerful little girl in the sixth grade | was working hard over a problem in her arithmetic.

Exercise. 1. By adding suitable words enlarge both the subject and the predicate of each of these short sentences :

1. The band played.
2. A crowd gathered.
3. Flags were flying.
4. Guns boomed.
5. Boys shouted.
6. Children screamed.
7. A bird was singing.
8. Several children were practicing.
9. Newsboys were calling.
10. A stone was thrown.
11. An airplane was humming.
12. The pilot signaled.

2. Write one or more of your sentences on the board.
3. How long a sentence can you build by adding words to the subject and the predicate of one of the short sentences above? It will be interesting to see who can write the longest sensible sentence.

155. The Principal Word of the Subject

No matter how long the subject of a sentence may be, there is usually one word in it that is the principal word. How can you tell which is the principal word?

Read the following sentence several times, dropping one word after another from the subject :

The cheerful little girl was working hard at her lesson.

It is easy to see that you can drop *The*, *cheerful*, and *little*, without any serious harm, for you still have the sentence

Girl was working hard at her lesson.

If, however, the word *girl* is dropped, the sentence is gone, even if all the other words of the subject are kept. "The cheerful little ---- was working hard at her lesson" does not make sense. It is unfinished. It is not a sentence.

This shows how important the word *girl* is in the subject of that sentence. *Girl* is the most important word; it is the **principal word of the subject**.

Exercise. 1. Read the first sentence on page 379 without that word in the subject which is printed in italics. Notice whether you still have a sentence.

2. Now read the sentence again, but instead of dropping the word in italics keep that word and drop the other words of the subject. Have you still a sentence?

3. In the same way read each of the other sentences.

1. The old sailor's *boat* sank during the storm.
2. Several busy *children* were practicing.
3. A tall, blue-eyed young *man* smiled at us.
4. A thousand proud *schoolboys* marched gayly past.
5. Many, many pretty *flowers* were seen in that place.
6. A gigantic silver *airship* swung into view.

Exercise. Name the subject and the predicate of each of the following sentences. Then point out the principal word of the subject.

1. A big, round, red apple hung on the tree.
2. A little red-cheeked boy stood under the tree.
3. Several pupils from the sixth grade looked on.
4. The farmer's youngest son climbed the apple tree.
5. The red apple fell to the ground.
6. The red-cheeked boy picked it up.
7. Two good friends of the boy got a bite.
8. The boy's mother called.
9. The boy's mother called him.
10. She called again and again.
11. The little boy answered.
12. He answered after a while.
13. He answered his mother's call.
14. A famous traveler talked to the children.
15. The pupils listened intently.
16. Every person in the room listened with great interest.
17. Everybody in the room listened.
18. Many far-away countries had been seen by him.
19. The colored pictures were very interesting.
20. The three boys ran to the shipyard.

156. Nouns

The principal word of the subject of a sentence is usually a word that names something. It may name a person, as *boy, girl, conductor, baker*; it may name a place, as *street, city, station, library*; or it may name a thing, as *book, knife, shoe, clock*.

Such naming words are called **nouns**.

Exercise. 1. Which of the following nouns are the names of persons? Which are the names of places? Which are the names of things?

- | | | | |
|----------------|------------------|------------|------------|
| 1. Chicago | 11. plate | 21. sailor | 31. pen |
| 2. corner | 12. London | 22. box | 32. fork |
| 3. Annie | 13. plumber | 23. shelf | 33. tree |
| 4. city | 14. pipe | 24. pantry | 34. car |
| 5. ship | 15. Alfonso | 25. attic | 35. table |
| 6. button | 16. king | 26. Tom | 36. hall |
| 7. dress | 17. magazine | 27. driver | 37. pupil |
| 8. store | 18. St. Nicholas | 28. floor | 38. singer |
| 9. bakery | 19. letter | 29. chair | 39. song |
| 10. Longfellow | 20. stamp | 30. rug | 40. beach |

2. Give several nouns, like *button, clock, pencil*, that name things; give several nouns, like *yard, hall, cellar*, that name places; give several nouns, like *man, woman, cook*, that name persons.

A noun is a word used as the name of something —
a person, place, or thing.

157. Advertising for a Position

Some children like to earn money Saturdays or after school on other days. That is why you sometimes see advertisements like the following in the newspapers:

SITUATION WANTED. Boy, twelve, bicycle, run errands, deliver small parcels afternoons four to six, anxious to please. Telephone Harvey Riggs, Harrison 6937.

SITUATION WANTED. Dressmaker's helper, good at buttons, buttonholes, neat, quick. Afternoons four to six. May Pryor, 75 Elm St.

Project. Plan a "Wanted" column or page to be placed on the board. Each pupil will write one of the advertisements, asking for a position for himself. Bring a newspaper to school, in order that the advertisements on the board may be arranged as they are on the newspaper page. Perhaps a committee of pupils should take charge of the work, telling each pupil where and when to write his advertisement and seeing to it that all mistakes are corrected. Before beginning, prepare yourself by the following "Study":

**S
T
U
D
Y** Silently follow the directions and answer the questions below:

1. What kind of situation do you wish to find, so that you may earn money after school or Saturdays?
2. Perhaps your parents think you are busy enough in school without working after school. In that case pretend that you are looking for some kind of situ-

ation. In one school a pupil advertised for a position as chief cooky-taster in a bakery. He said he would attend strictly to business. Another wanted work as a lion tamer in a circus. This was a girl, and as proof of her courage she said that she was not afraid of mice. Still another pupil was very anxious to work in a candy factory. These advertisements made much fun.

3. What can you say to show that you are well fitted to do the kind of work for which you are asking? A bicycle will not help you in a candy factory, and a sweet tooth will be of no use in a telegraph office.

4. Why are these advertisements always very short? Only what is necessary is said, and every word that is not needed is omitted. Is this true of the advertisements you have seen? Look again.

Writing. Write your advertisement.

158. Spelling Troublesome Words

Following each of the ten words below you will find in parenthesis something to help you remember how to spell that word. It may be another word spelled in much the same way, — or several other words, — it may be a division of the word into its syllables, or it may be some other help.

- | | |
|--------------------------|-----------------------------------|
| 1. air (chair, stair) | 6. quiet (qui-et) |
| 2. fair (hair, pair) | 7. except (ex-cept, exception) |
| 3. pail (mail, nail) | 8. weather (leather) |
| 4. pain (sprain, strain) | 9. prophet (prophecy) |
| 5. rain (grain, drain) | 10. principal (admiral, cardinal) |

As you study the list of words on page 382 with the help of the words in the parentheses, let the following questions and directions guide you :

1. Do you see that *air* is *fair* without the letter *f*? Close your eyes and try to see every letter in each of these words. Now make a sentence containing these words, as well as some of the words in the parentheses following them. You might make a sentence like this :

The fresh *air* blew through her *hair* as she sat on a *chair* at the head of the *stair*.

2. Notice that *quiet* (*qui-et*) consists of two syllables. Pronounce *qui-et* several times to yourself, and then make a sentence showing the meaning of the word. Better look up the meaning in the dictionary.

3. Notice that *weather* and *leather* are spelled alike except for the first letter in each.

4. You might expect *principal* to end like the words in the parenthesis after it, because each of the three words names an important kind of person. Close your eyes and try to see how each of these three words is spelled.

5. In the same way fasten in your mind the spelling of the other words in the list.

Writing. Go to the board and write a sentence containing as many of the ten words on page 382 as you can squeeze into a sensible sentence. Then write a sentence or two containing the words you have not used.

Correction. The class will look your sentences over. Correct and interesting sentences will be praised. Mistakes will be pointed out and should be corrected.

° Announcements (5)

If you were able to finish the work above before the rest of the class, what could you do with your spare time? Would it not be amusing if you should write a comical advertisement or announcement for the bulletin board? Possibly, however, you have some other surprise in mind with which to entertain your classmates.

159. Advertising in the "Help Wanted" Columns

When one is looking for a position, the first thing one usually does is to look through the "Help Wanted" columns of a newspaper. Advertisements like these are printed there :

BOY WANTED. Messenger with bicycle, past sixteen years of age or having school permit. Inquire Western Union.

SCHOOLGIRL WANTED. Alert, with pleasant voice, to read to elderly lady afternoons four to six. Telephone Mrs. Lowden, Grasmere 5529.

Class Conversation. Bring a newspaper to school and read to your classmates the most interesting advertisements you can find in the "Help Wanted" columns. Talk these questions over :

1. Why are these advertisements so short? Would it be better if they could be longer?



THE BULLETIN BOARD

2. Do most of the advertisements name the pay that may be expected?
3. Do they describe the kind of work to be done? Is this important?
4. What else do they say?

STUDY

Working alone, answer the following questions to prepare yourself for writing a "Help Wanted" advertisement. As you do this, you are also learning to study.

1. Does your mother sometimes need to advertise for a maid, a cook, a laundress, or a woman or man for special work?

2. Perhaps you would rather pretend that you are grown up yourself and need some kind of help? Perhaps you are the owner of a factory that needs boys and girls in its work?

3. For what kind of helpers will you advertise? What kind of work have you for them to do?

4. What can you say that will make readers of your advertisement think they would like to work for you?

Writing. Write your advertisement. When you have finished it, as well as looked it over for mistakes, copy it on the board in the "Help Wanted" column there.

Correction. The class will talk the advertisements over, praising their good points and calling attention to errors, which should of course be corrected at once.

Perhaps you do not know that this "Help Wanted" column will be read with much interest by the boys and girls who are looking for positions and therefore answering advertisements in the following section.

160. Letter Writing: Answering a "Help Wanted" Advertisement

A boy who had learned from the "Help Wanted" columns that Stout & Co. wanted an office boy during the summer vacation wrote them as follows:

231 Stanley Road
New Britain, Conn.
June 12, 1930

Messrs. Stout & Co.
954 Hilltop Street
New Britain, Conn.

Dear Sirs:

I wish to apply for the position of office boy advertised by you in this morning's *Star*.

I am thirteen, not afraid of work, and have a good school record. If you will telephone my teacher, Miss Brown, Main 3434, she will be glad to answer questions about me.

Respectfully yours,
Alfred C. Conklin

Class Conversation. Talk over with your classmates these questions about Alfred's letter :

1. Is the heading of the letter, which is a business letter, written as you write the heading of a letter to a friend?

2. Have you noticed that above the greeting Alfred wrote the name and address of the company to whom the letter is to go?

3. Does the ending of the letter differ from the ending of a letter to a friend?

4. What does the first paragraph of the letter tell? What is the second paragraph about?

5. Would it have been better if Alfred had told more about himself? What else do you think he should have told?

Writing. Select one of the "Help Wanted" advertisements on the board and write a letter applying for the position. Arrange your letter exactly like Alfred's. Send it to your classmate through the class post office.

161. Using Punctuation Marks Correctly

The following unpunctuated paragraphs are really letters. They do not look like letters. Notice how hard it is to read them in this unpunctuated form. The reason for punctuation marks is that they help us in our reading. They tell where a sentence ends. They tell whether a sentence is a statement or a question. They tell other useful things.

I

546 Ford St Detroit Mich Nov 12 1930 Dear Sir Your advertisement in this morning s paper for a clever boy to work your examples for you is exactly what I ve been looking for I like to help stupid people and I am so quick in arithmetic that this kind of work is fun for me I ll be glad to take the position at five cents for each example When can I begin Your capable classmate John Sharp

II

73 Mountain Ave Denver Colo Dec 10 1930 Dear Madam I am answering your advertisement for a careful girl to correct your letters for you I am just the girl you want for I can copy a letter without making a mistake Yes I can write very neatly too You will have to pay well for an expert like me I ll do the work at the rate of two cents for each mistake corrected and ten cents for each letter copied Respectfully yours Amelia Good

III

88 Pleasant Ave Pendleton Oreg Dear Sir I have read your advertisement asking for a boy who will take your spankings for you I shall be glad to take the position I have had much experience in this work All I ask for pay is that you take all my spankings for me Very truly yours Frank Smiley

IV

999 James St Richmond Va Mr George Lazy 17 Easygo Ave Richmond Va Dear Sir I hereby apply for the position you advertise in today s newspaper You want

somebody to do your work for you while you play I'll do it The only pay I ask is that I eat all your meals for you Somebody has said He that will not work shall not eat Your hungry classmate Fred Lean

Writing. Copy the first paragraph on page 389, arranging it as a letter and inserting punctuation marks wherever they are needed. Perhaps the teacher will ask you to copy it on the board.

Correction. Ask one or two classmates to help you as you look your letter through for mistakes, with the following questions in mind :

1. In the heading of the letter have you placed a comma (,) between the name of the city and the name of the state?

2. Have you followed every abbreviation in the letter with a period?

3. Have you placed a comma between the day of the month and the year?

4. Is there a colon (:) after the greeting?

5. Is the first line of the body of the letter indented?

6. Have you placed a period (.) after every sentence that is a statement?

7. Have you placed a question mark (?) after every question?

8. If there is a quotation in the letter have you used quotation marks (" ") before and after it?

9. Have you separated the quotation from the rest of the sentence by means of a comma or other mark?

10. Have you used the apostrophe (') in words that are contractions, like *don't* or *I'll*?

11. Have you used the apostrophe in words that show possession, like *John's* or *boy's*?

12. Have you placed a comma after *yes* and *no* in sentences like the following?

Yes, we are glad to be here.

Writing. If you have copied the first letter correctly, you have shown that you need no more practice at this time in the use of punctuation marks. In that case you may write something that will help to make "The Sign Board" (see below) interesting. If, however, your first letter did show mistakes, copy the second and, if necessary, the third and even the fourth. Continue to copy until you can copy and punctuate the letters correctly.

• *The Sign Board* (6)

This is another name for the surprise box or the bulletin board on which you worked at the beginning of the year. Perhaps you have invented a still better name for it. Have you any suggestions for improving the sign board? Can the items that are sent in be arranged better on the chart, or board? Can something new be planned in the way of contributions? Why not write your ideas on this subject and send them to the sign-board committee?

162. Singular and Plural

Notice the two lists of nouns below, side by side. In the list at the left are twenty-five nouns each of which means *one* person, place, or thing. Such nouns are

called **singular nouns**. In the list at the right are twenty-five nouns each of which means *two or more* persons, places, or things. These are called **plural nouns**.

SINGULAR NOUNS
(that is, meaning *one*)

1. hat
2. shoe
3. house
4. box
5. dress
6. patch
7. potato
8. cargo
9. piano
10. key
11. donkey
12. baby
13. lady
14. story
15. roof
16. wife
17. leaf
18. man
19. woman
20. child
21. foot
22. tooth
23. mouse
24. goose
25. sheep

PLURAL NOUNS
(that is, meaning *two or more*)

1. hats
2. shoes
3. houses
4. boxes
5. dresses
6. patches
7. potatoes
8. cargoes
9. pianos
10. keys
11. donkeys
12. babies
13. ladies
14. stories
15. roofs
16. wives
17. leaves
18. men
19. women
20. children
21. feet
22. teeth
23. mice
24. geese
25. sheep

Writing. 1. Write the plural nouns for the list at the left. While you are doing this, keep the list at the right covered. Look up in the dictionary the plural nouns that you do not know. Do not refer to the list at the right until your own list is finished.

2. In the same way write the singular noun for each plural noun in the list at the right.

163. Correct Usage: *lie* and *lay*

Nobody ever makes a mistake in using the word *lay*, which means *place* or *put*. Everybody says the following correctly:

Please *lay* the book on the table.
He was *laying* the rug on the floor.
The men *laid* the carpet carefully.
I *have laid* my books on the chair.

The trouble is made by the word *lie*, meaning *rest*, *remain*, *be in a place*. Notice the correct and incorrect uses below:

If you are tired, <i>lie</i> on this lounge.	(NOT <i>lay</i> on this lounge)
The dog was <i>lying</i> before the warm fire.	(NOT <i>laying</i> before the warm fire)
The fallen tree <i>lay</i> on the ground.	(NOT <i>laid</i> on the ground)
There it <i>has lain</i> for years.	(NOT <i>has laid</i> for years)
There it <i>lies</i> today.	(NOT <i>lays</i> today)

Exercise. 1. Read the following sentences aloud. As you do so, use in place of each of the words printed in italics one of the words *lie*, *lying*, *lay*, *lain*.

1. The bundle *rests* on the floor.
2. The fallen tree is *resting* on the lawn.
3. The wounded soldier *rested* on the floor of the truck.
4. They had found him *resting* on the wet ground.
5. What is that *resting* on the park bench?
6. He *remained* on the bench all evening.
7. The book has *remained* there a week unopened.
8. That old hat has *been* on that shelf a year.
9. It was *resting* there peacefully two years ago.
10. It *is* in that place now.
11. He *remained* on the ground motionless a full minute.
12. The hose *remains* where we dropped it yesterday.
13. Somebody has *rested* on my bed.
14. *Rest* in this hammock where you *rested* the other day.
15. She *is resting* where she *rested* yesterday.

2. Now read the sentences above faster, using *lie*, *lying*, *lay*, and *laid* where they belong.

Test. Write on a sheet of paper the numbers 1 to 26. Opposite each number write the correct word from the parenthesis of the same number in the drill sentences beginning on page 395. Write rapidly, as the time for this test is limited to a few minutes. When you have finished, mark a cross opposite each incorrect word as the teacher or a pupil reads the correct ones. What

does this test show you? Do you need the drill below? If not, write an "Item of Interest" (see page 396) for the entertainment of the class.

Drill in Correct Usage. 1. As you read the following sentences aloud, choose the correct word or words from each parenthesis :

1. Please do not (lie ¹ lay) on the damp ground.
2. (Lay ² Lie) this blanket down first.
3. John is (lying ³ laying) it down for you.
4. Here (lies ⁴ lays) the board that (laid ⁵ lay) here yesterday.
5. Who (laid ⁶ lay) it here? There it (lays ⁷ lies).
6. The men were (lying ⁸ laying) the new carpet.
7. An old carpet was (lying ⁹ laying) there last week.
8. My father (laid ¹⁰ lay) it long ago. There it (laid ¹¹ lay) many years.
9. What is that (laying ¹² lying) on the grass?
10. There it (lies ¹³ lays). There it (laid ¹⁴ lay) an hour ago.
11. Where was it (lying ¹⁵ laying) yesterday?
12. It is (lying ¹⁶ laying) where I (lay ¹⁷ laid) it yesterday.
13. If you are tired, (lay ¹⁸ lie) down.
14. If you are tired, (lie ¹⁹ lay) your bundle down.
15. He was tired and (laid ²⁰ lay) down.

16. He was tired and (**laid** ²¹ **lay**) his bundle down.
17. When we have been tired we have (**laid** ²² **lain**) down.
18. When tired, we have (**laid** ²³ **lain**) our bundles down.
19. (**Lay** ²⁴ **Lie**) here where I have (**laid** ²⁵ **lain**) this rug.
20. You were (**lying** ²⁶ **laying**) on this rug the other day.

2. Read the twenty drill sentences again, faster, but still correctly and distinctly. Do it several times, until you can do it very rapidly.

°Items of Interest (7)

Little happenings of interest occur each day in the life of every boy and girl. Use your spare time by writing about one of those little happenings and sending your story to the committee that has charge of the bulletin board, now called "Items of Interest." Does the following list of happenings remind you of some experience of your own about which to write?

1. The Cat that Returned
2. A Canary that Would Not Sing
3. An Unexpected Visitor
4. Grandfather Learns to Drive a Car
5. The Lost Library Book
6. I Break My Friend's Pocketknife
7. My First Experience with a Sewing-Machine

164. Expressing Ownership or Possession

A book belongs to John. We call it John's book. We place 's after the word *John* and in this way make the word *John* show ownership or possession. The little mark (') before the s in 's is called an **apostrophe**.

Notice how each of the nouns in the list below is changed to show ownership or possession by our adding apostrophe and s to it.

1. John	John's	9. men	men's
2. Mary	Mary's	10. women	women's
3. boy	boy's	11. child	child's
4. girl	girl's	12. children	children's
5. man	man's	13. Thomas	Thomas's
6. woman	woman's	14. boss	boss's
7. lion	lion's	15. Jones	Jones's
8. tiger	tiger's	16. donkey	donkey's

Writing. 1. Write a sentence containing at least one of the nouns above that end in apostrophe and s ('s). Several pupils may write on the board. You might write a sentence like one of these:

The boy's cap lay on the chair.
 Thomas's cap was on his brother's head.
 The old man's son talked with Mary's friend.
 Men's and women's shoes are for sale here.

2. Write three sentences each containing at least two nouns that express possession. These nouns may be taken from the list above.

Plural Nouns Ending in s

Some nouns, like those above, add 's to show possession, but there are others that add only apostrophe. This is true of the nouns in the following list :

- | | | | |
|-----------|---------|-------------|-----------|
| 1. horses | horses' | 6. monkeys | monkeys' |
| 2. dogs | dogs' | 7. snakes | snakes' |
| 3. boys | boys' | 8. birds | birds' |
| 4. girls | girls' | 9. chickens | chickens' |
| 5. riders | riders' | 10. dancers | dancers' |

Two things are true of each of these nouns : (1) each one is plural, and (2) each one ends in s.

Do you understand this rule?

To express ownership or possession all nouns add apostrophe and s ('s) except those that are plural and end in s. Those add an apostrophe only.

Exercise. What is the difference in meaning between the two sentences in each of the following pairs?

1. The horse's hoofs were heard.
The horses' hoofs were heard.
2. I saw the turtle's eggs.
I saw the turtles' eggs.
3. The weasel's sharp eyes saw the birds' eggs.
The weasels' sharp eyes saw the bird's eggs.
4. On the ground lay the riders' belongings.
On the ground lay the rider's belongings.

5. The boy's marks were higher than the girl's marks.
The boys' marks were higher than the girls' marks.
6. The dog's bark is worse than his bite.
The dogs' bark is worse than their bite.
7. This is the rabbit's coop.
This is the rabbits' coop.
8. We watched the dancers' graceful movements.
We watched the dancer's graceful movements.
9. The lady's gloves lay on the chair.
The ladies' gloves lay on the chair.
10. The woman's shoes were muddy.
The women's shoes were muddy.

Writing. Write a sentence containing a plural noun not ending in *s* that expresses possession; another sentence containing a singular noun expressing possession; still another containing a plural noun ending in *s* that expresses possession.

Correction. With the help of a classmate, correct your sentences if any mistakes are found in them.

Exercise. Fill each blank in the following sentences with the word in parenthesis changed to show possession :

- | | |
|---------------------|---------------------------------------|
| (<i>dancer</i>) | 1. The ---- shoes were pretty. |
| (<i>cows</i>) | 2. The ---- milk was rich. |
| (<i>men</i>) | 3. We saw some ---- overcoats. |
| (<i>ladies</i>) | 4. On the table lay the ---- bundles. |
| (<i>lady</i>) | 5. Is that a ---- handkerchief? |
| (<i>soldiers</i>) | 6. The ---- letters came at last. |
| (<i>sailor</i>) | 7. What is so jolly as a ---- life? |

165. Writing Letters of Recommendation

Business men sometimes receive letters like this one :

THOMAS J. DEARBORN

ATTORNEY AT LAW

79 Bellevue Street, Clinton, Missouri

January 3, 1930

The Johnson Box Co.
44 Railroad Street
Clinton, Missouri

Dear Mr. Johnson:

Fred Knott, who worked in my office last summer, asks me to write this letter recommending him. He says he has applied to you for a situation for Saturdays. I am glad to say that he did very well for me. I found him capable, quick, neat, punctual, and reliable.

Very truly yours,
Thomas J. Dearborn

Class Conversation. What are some of the good points of this letter of recommendation? Of course the letter is correct. Heading, greeting, and the other parts are written as they should be in a business letter. Does the letter tell the right things about Fred? Is there anything that might have been added? Talk these things over with your classmates.

Writing. In order to make sure that you know the correct form of a business letter, copy the one above. Print the business heading. Remember to leave wide margins and to write the date, the greeting, and the ending as shown on page 400.

Correction. With a classmate or two examine your letter for mistakes. Correct these. The neatest copies may be placed on a chart for visitors to see.

Recommending Your Classmates

Project. In the spirit of fun you might pretend that one of your classmates is the owner of a circus and is looking for a juggler. Write him a letter recommending some pupil for the position. Other pupils will write other letters of recommendation. You can see what surprises there will be when the best of these letters are read aloud. Of course they must be good-natured letters, hurting no one's feelings.

Perhaps the following list of positions will help you decide which one to write about in your letter :

- | | |
|-----------------------|-----------------------|
| 1. Messenger boy | 10. Peanut boy |
| 2. Clown | 11. Fortune teller |
| 3. Stenographer | 12. Berry picker |
| 4. Manager | 13. Candy clerk |
| 5. Wild man of Borneo | 14. Dishwasher |
| 6. Waffle man | 15. Actress |
| 7. Aviator | 16. General |
| 8. Horseback rider | 17. Dancer |
| 9. Cook | 18. Trapeze performer |

166. Making Your Meaning Clear

Notice how clear the following explanation is. There are several reasons for this.

First, the writer keeps in mind what he is aiming to do. He keeps his eye on his purpose. He begins by stating that purpose, and he says nothing except what will help carry it out.

Second, the writer has a plan. He does not try to explain everything at once. Instead, he explains one thing at a time, one thing after another, according to his plan.

Third, he makes it easy for the reader to follow him when he passes from one part of his explanation to another, for he uses such guide words as *first*, *next*, *now*, *so*, *therefore*, *after that*, *last of all*.

He finishes by telling again the main points of his explanation.

HOW THE VOICE TRAVELS ON A WIRE

When you lift the telephone receiver to your ear, you hear the voice of your friend at the other end. He may be hundreds of miles away, and yet you hear and recognize his voice. How can this be? What happens in the telephone?

First of all, in the mouthpiece into which your friend speaks there is a very small plate or disk of metal. As he speaks, this disk quivers. It has a different quiver for every sound. It has many

thousands of different quivers caused by the thousands of different sounds that there are.

In the second place, in the receiver that you lift to your ear there is also a small disk of metal. This second disk also quivers in thousands of different ways. Every time it quivers it makes a sound. That is the sound you hear.

Now what connects these two disks? How is it that when the first disk quivers the second disk quivers also? This question brings us to the copper wire which runs from disk 1 to disk 2. Every time your friend speaks and disk 1 quivers, a small wave of electricity is sent along that copper wire. It is this wave or impulse of electricity that makes disk 2 quiver. When disk 2 quivers it makes sounds like those that made disk 1 quiver.

So it is that the voice travels from the mouth-piece of your friend's telephone to the receiver you hold to your ear. Each sound of his voice is translated, first into quivers of disk 1, then into electric waves along the copper wire, next into quivers of disk 2, and finally into the sounds you hear.

STUDY

You cannot explain what you do not know. You cannot explain clearly what you do know unless you follow some such method as the one shown in the explanation above. Silently study that explanation with the help of these questions:

1. What is the purpose of the first paragraph in the selection above?

2. The explanation itself is given in how many paragraphs?

3. What does the last paragraph of the selection do?

4. The second paragraph is all about one thing. What is that?

5. The third paragraph is all about another thing — what?

6. Do you see how the fourth paragraph uses what was learned in paragraphs 2 and 3 and adds something to that? What is it that is added?

7. Can you close your book and recall how each of the five paragraphs helps in the explanation?

Speaking. Explain how sound travels on a wire.

P
R
A
C
T
I
C
E

You are speaking for practice. Your classmates know how sound travels on a wire. They are listening to you not to learn that but to see whether you can give the correct explanation. They are listening in order to tell you how you might make your explanation clearer. When you have thought their suggestions over, speak again, perhaps several times, and try to make the improvements, one at a time, that they have kindly suggested.

167. Pronouncing Correctly

Th has two sounds: one as in *thin, think, thing, thank, thought, thump, throw, thimble*; the other, a slightly different sound, as in *then, than, this, that, there, the, them, thus*.

Under *A* below are listed words in which the *th* is pronounced as in *thin*. Under *B* are given words with the other *th* sound, as in *then*.

<i>A</i>		<i>B</i>	
<i>th</i> as in <i>thin, thump</i>		<i>th</i> as in <i>then, than, smooth</i>	
thief	thing	this	leather
third	thorn	that	smooth
thick	thought	there	laths
three	nothing	these	baths
through	thrifty	those	paths
thread	anything	the	mouths
thousand	something	they	breathe
thunder	bath	them	then
thirsty	tooth	with	thou
thank	teeth	within	thy
throw	cloth	without	thine
thimble	both	weather	therefore

Pronouncing. 1. Speaking distinctly, pronounce the words under *A* several times.

2. Pronounce the words under *B*.

If you have trouble in pronouncing these words, try to say them with the tip of the tongue extended between the upper and lower teeth. This position of the tongue often makes it easier to say these *th* sounds.

If the words above give you no difficulty, you may use your time writing something for the class magazine.

°*The Class Magazine* (8)

As a rule, there is nothing much better to write about than some little personal experience. By choos-

ing a narrow subject, by beginning with a promising sentence, by sticking to your subject, and by ending with a sentence that gives a pleasant finishing touch, you can make an interesting story of any little happening.

168. Adjectives

One word in each of the following groups is a **noun**; that is, a word used to name a person, place, or thing:

- | | |
|--------------------|----------------------|
| 1. friendly dogs | 8. some boys |
| 2. unfriendly dogs | 9. those boys |
| 3. brave dogs | 10. those big boys |
| 4. strong dogs | 11. this white cloth |
| 5. clever dogs | 12. that table |
| 6. wise man | 13. several soldiers |
| 7. fat boy | 14. four soldiers |

Exercise. In each of the groups above, which word is the **noun** and which word describes or points out the noun?

Words are often added to nouns to point them out or describe them. So in group 1 above, *friendly* describes the noun *dogs*; in group 4, *strong* describes the noun *dogs*; and in group 11, *this* and *white* describe and point out the noun *cloth*.

Such words, which point out or describe nouns, are called **adjectives**.

As you have seen, some adjectives describe by pointing out, as, *that* dog, *this* cat, *those* boys, *these* girls.

Some adjectives are very weak as describing words.

Notice the adjectives — each one printed in *italics* — that are added to the nouns in the following groups :

- | | | |
|------------------------|----------------------|-----------------------|
| 1. <i>some</i> child | 5. <i>much</i> sugar | 9. <i>both</i> kites |
| 2. <i>any</i> child | 6. <i>a</i> house | 10. <i>each</i> skate |
| 3. <i>every</i> child | 7. <i>the</i> house | 11. <i>most</i> books |
| 4. <i>many</i> animals | 8. <i>an</i> animal | 12. <i>few</i> cars |

Exercise. In each of the following sentences (1) find a noun, and (2) name some of the adjectives that are used with it to point it out or describe it :

1. Some mischievous child must have been here.
2. Much brown sugar was eaten.
3. An old house stood there.
4. The friendly farmer smiled at us.
5. A big red apple fell down.
6. Few new cars passed.
7. Both kites flew well.
8. Each happy pupil told what he had seen.
9. This old book is very interesting.
10. Those wooden fences are tumbling down.
11. These expensive buildings are not yet finished.
12. Beautiful music was heard.

An adjective does not always precede the noun which it describes. Notice the adjectives in *italics* in the following sentences :

The *black* horse stood before us.

The horse, *black*, *strong*, and *young*, stood before us.

The horse is *young* and *strong*.

The horse is *black*.

The *smooth green* lawn was being mowed.
The lawn was *smooth* and *green*.

An adjective is a word used with a noun to point it out or describe it.

169. Avoiding the Use of Worn-Out Adjectives

Although there are thousands of adjectives in the language, some pupils, and some older people, too, are satisfied with using only a few of them. They say a *good* dinner, a *good* pencil, a *good* rope, a *good* bicycle, a *good* needle, and *great* weather, a *great* game, a *great* athlete, a *great* automobile, as well as *some* book, *some* hat, *some* ball, *some* dress, and the like. It is no wonder that these adjectives, *good*, *great*, *some*, and a number of others — *fine*, *nice*, *wonderful*, *beautiful*, and *awful* — have become worn out from overuse.

Exercise. The following sentences contain worn-out adjectives. Improve these sentences by giving a fresh, clear-cut, and telling adjective for each one printed in italics.

1. After a *good* dinner I sat down to read a *good* book.
2. The *great* athlete played a *great* game.
3. She wore a *nice* dress and a *wonderful* hat.
4. It was *some* game, and there was *some* crowd.
5. It was a *wonderful* day, and we had a *wonderful* time.

6. These are *wonderful* shoes for this *awful* weather.
7. He is an *awful* tease but a *wonderful* player.
8. He's a *wonderful* fellow, and I had a *great* talk with him.
9. Everything was *beautiful* and *wonderful*.
10. She is a *nice* singer with a very *nice* voice.
11. We had a *nice* lunch and a *nice* time after that.
12. They have a *nice* house and are very *nice* people.
13. It was a *great* privilege to see that *great* man.
14. He has had a *great* career and made a *great* name.
15. This is *great* weather. It makes one feel *great*.
16. He is *some* rider, and that is *some* horse to ride.
17. A mile a minute is *some* record.
18. This is *some* city. Those are *some* high buildings.
19. I feel *fine*. Who wouldn't feel *fine* on a *fine* day?
20. They played a *fine* game, and they had a *fine* crowd.

Drill. As you read the sentences above several times, use better adjectives in place of those in italics. Try to read without pausing to think of suitable adjectives. Have these on the tip of your tongue. Perhaps the teacher will time you as you read, but of course only correct and distinct reading counts. No one cares to know how fast you can read while running your words together and making mistakes.

170. Describing a Person

In the following paragraph Robinson Crusoe, in his old-fashioned English, gives a description of the young man whom you remember he saved from the cannibals:

ROBINSON'S MAN FRIDAY

He was a comely handsome fellow, perfectly well made, with straight, strong limbs, not too large; tall and well-shaped, and, I reckon, about twenty-five years of age. He had a very good countenance, not a fierce and surly aspect, but seemed to have something very manly in his face, and yet he had all the sweetness and softness of a European in his countenance too, especially when he smiled. His hair was long and black, not curled like wool; his forehead very high and large, and a bright vivacity and sparkling sharpness in his eyes. The color of his skin was not quite black, but very tawny; and yet not of an ugly yellow nauseous tawny, as the Brazilians and other natives of America are, but of a bright kind of dun olive color, that had in it something very agreeable, though not very easy to describe. His face was round and plump, his nose small, a very good mouth, thin lips, and his fine teeth well set and white as ivory. — DANIEL DEFOE, "Robinson Crusoe"

STUDY

Silently read and answer the following questions, as you study how to describe a person:

1. What did Robinson probably notice first when he looked Friday over — that he had thin lips and fine teeth or that he was a handsome fellow?
2. What does Robinson tell about first? What does he tell last? Is it true that he tells first what he noticed first?

3. Can you think of anything important in Friday's appearance that is not mentioned by Robinson but that you would like to know about?

4. Do you get a clear picture of Friday? Did he look like an Indian?

5. If you were describing yourself, what would you say first?

6. What are some of the other things you would tell about your looks?

Writing. Suppose that you were Friday. Then Robinson would have written a very different description. Write that description. Take up one point after another as Robinson tells them, but change each one to fit yourself. Some of the things Robinson speaks of may be omitted altogether. Make the description no longer than necessary to give a clear picture of yourself.

A Guessing Game

The teacher will read each description without giving the name of the writer. The class will try to guess who he or she is. When a writer has been guessed, the class will say whether the description was particularly clear. Well-chosen adjectives help to give a clear picture.

Project. After the game has shown you how you might have written a better description of yourself, write another. This one will be for the class picture book. It must not only give a clear picture of you, but it must also be neatly and correctly written. A committee of pupils should take charge of making the

picture book and the cover. Do the following titles suggest a better one for the cover of the book?

Class Picture Book

A Collection of Old Photographs

A Book of Portraits

Our Own Portrait Gallery

What We Think of Our Looks

171. Spelling Troublesome Words

Notice after each numbered word below, another word or two in parenthesis. These are given to help you fix in your mind the meaning or the spelling (or both) of each numbered word.

- | | |
|--------------------------|---------------------------|
| 1. heir (their) | 6. quite (kite, write) |
| 2. fare ("fare, please") | 7. accept (acceptance) |
| 3. pale (as a ghost) | 8. whether (to go or not) |
| 4. pane (windowpane) | 9. profit (profitable) |
| 5. reign (of the king) | 10. principle (a rule) |

S
T
U
D
Y

Let the following questions guide you in your study of the troublesome words above. Silently read and answer each question and follow the directions.

1. Look in the dictionary for the meaning and the pronunciation of *heir*. Notice that it is spelled just like *their* without the *t*. Can you see the word when you close your eyes?

2. In the same way study each of the other words.
3. Can you make a sentence containing three or more of those ten numbered words?
4. Make other sentences — as few as possible — using the remaining words in the list.

Writing. In three or more sentences use the ten words you have been studying. Each word should be used in a way that brings out its meaning. Of course it should be spelled correctly. Several pupils may write their sentences on the board.

Correction. After the sentences on the board have been corrected by the class, ask a classmate to help you find and correct any mistakes in the sentences you have written on paper.

172. The Principal Word of the Predicate of a Sentence

Exercise 1. Using the first of the numbered groups of words below as the subject of a sentence, add a predicate (1) of one or two words, and (2) of half a dozen or more words.

2. In the same way add predicates to each of the other groups.

- | | |
|---------------------|---------------------|
| 1. Robinson Crusoe | 4. Her story |
| 2. The young Indian | 5. The boy's speech |
| 3. The lost aviator | 6. Her clear voice |

The predicate of a sentence may be long or short; but no matter how long it is, there is always one word in it that is the principal word.

The principal word has been left out of the predicate of the following sentence :

The old man ---- about the story.

Now the sentence no longer means anything. It does not tell a complete thought. It is no longer a sentence. But it becomes a sentence and makes sense when we add an important word :

The old man *inquired* about the story.

The old man *laughed* about the story.

The old man *thought* about the story.

The old man *told* about the story.

The old man *worried* about the story.

The word we added is the principal word of the predicate. As you see in these sentences, the principal word of the predicate tells what the subject of the sentence does (or did) — he *inquired*, he *laughed*, he *thought*, he *told*, he *worried*.

Exercise. Name the subject of each of the following sentences. Name the predicate; then name the principal word of the predicate. In some of the sentences this is in italics. Point it out in every sentence.

1. The old man *laughed* over the amusing picture.
2. The old man walked with his friend in the woods.
3. The old man sang to himself by the window.
4. The old man shot twice at the suspicious object.
5. The old man agreed with his son.
6. Several brown birds *sang* in the garden.

7. Several brown birds sang in the garden every morning.

8. The schoolgirl *danced* happily about in the room.

9. The schoolgirl hummed to herself in the room.

10. The schoolgirl studied by herself in the quiet room.

11. The circus *entered* the town in the early morning.

12. A wall surrounded the town.

13. The girls sketched several buildings in the town.

14. An airplane *buzzed* far up in the sky.

15. An airplane burned far up in the sky.

16. The whistle blew long and noisily.

17. The whistle stopped suddenly after a minute or two.

18. The animal fought fiercely.

19. The animal escaped in the brush quite easily.

20. The animal waited quietly among the bushes.

173. Verbs

In the sentences you have just been studying did you notice that the principal word of the predicate is always a word like *waited*, *fought*, *blew*, *buzzed*, *danced*? This kind of word is called a **verb**.

Verbs like *danced*, *shouted*, *buzzed*, and *fought* express much action. All verbs do not express so much. Some, indeed, express very little action. Notice those in the following sentences :

1. They *live* by the river.

2. The girl *has* a new dress.

3. The flower *smells* sweet.

4. The farmer *appeared* old.

5. The weather *continued* pleasant.
6. The stranger *looked* friendly.
7. The water *seems* warm.
8. This man *is* my father.
9. My father *was* in town yesterday.
10. I *am* here.
11. Those children *have* balloons.
12. The stranger *looks* suspicious.
13. Five airplanes *were* in the field.
14. One airplane *is* there now.
15. The pilot *was* here yesterday.

Exercise. 1. Name the subject and the predicate of each of the sentences above. The verb is in italics.

2. Point out the verb in each of the following sentences. Tell whether it expresses much action or very little.

1. The swimmer leaped into the water.
2. The captain stood on the deck.
3. The women screamed.
4. One of the women is here.
5. She seems perfectly well.
6. The grocer sells sugar.
7. His wife scrubbed the counter clean.
8. His children are in school.
9. One of his boys quarreled with another boy.
10. The two boys fought in the schoolyard.
11. The two boys are sorry now.
12. The principal scolded them roundly.
13. The two boys look untidy.
14. The conductor lives in that house.
15. The wind wrecked our neighbor's garage.

Sometimes a group of two or more words does the work of a single verb. That is true in some of these sentences :

1. John *lives* here.
2. John *is living* here now.
3. John *has lived* here many years.
4. John *has been living* here many years.
5. John *will be living* here another year.

We may give the name *verbs* to groups like *has lived* and *will be living*. They are also called verb phrases.

Exercise. Name the subject and the predicate of each of the following sentences. Then point out the verb.

1. The girl worked in her garden.
2. Several sailors were talking together.
3. The snow fell thick and fast.
4. The flakes are falling now.
5. The snowflakes will be falling in the morning.
6. A Spanish soldier stood at the entrance of the palace.
7. The Americans rushed forward toward the doors.
8. The American flag was flying over the fort.
9. A team of horses was running away.
10. This horse belongs to me.
11. My aunt's parrot screamed.
12. That parrot is screaming much of the time.
13. The airplane was lost in the Atlantic Ocean.
14. Two children were in it with their father and mother.
15. They landed on the wild shore of an island.

16. No one lived there.
17. A stone house had been built on it years before by an unknown person.
18. The climate was most agreeable.
19. Many strange birds flew about.
20. One day a huge airplane passed overhead too high for a signal.

A word that tells what the subject of the sentence does is called a verb.*

174. Telling the Story of a Picture

There can be no doubt about it, that huge airplane has just been wrecked. How lucky the occupants are, nevertheless. They might have been wrecked far away from any land. It looks as if they had not been hurt. That level beach saved them. But where are they? And who are they?

Class Conversation. Talk over these questions with your classmates:

1. Who are the four persons getting out of that wrecked airplane?
2. Where were they going when the accident happened?
3. Could it be that they were crossing the Atlantic in order to be the first family to make that long and dangerous flight?

* Provisional definition. See Teachers' Manual.



4. What kind of trees are those just back of the shore?
5. Does it seem likely that anybody will ever be able to find them in this out-of-the-way place?

S
T
U
D
Y

As you study the picture and prepare yourself to tell a story about it, silently read and answer the following questions:

1. Where will you begin your story — with the wreck of the airplane or with the planning of the trip long before that?
2. What names will you give the boy and the girl? They are just about your own age, are they not?
3. What are some of the things that might happen after these four people have got out of the airplane and looked around awhile?
4. Is it possible that they will spend the rest of their days on that island, if it is an island?
5. How are they more fortunate than Robinson Crusoe?
6. In what way can you think of their being rescued?
7. With what promising sentence will you begin your story?

A Continued Story

Speaking. 1. The whole class is to tell this story, one pupil after another telling a part and each beginning where the other left off. The order of the speakers may be decided by drawing numbers. Perhaps each story-teller should be allowed a certain

number of minutes. If the story begins with the planning of the trip and continues through many adventures on the island to the time when the two children and their parents are rescued, if they are ever rescued, there will be so much to tell that every pupil in the class will have a part in the telling, and it may take more than one day.

2. The story may be told several times, with the speakers in different order. The happenings in the story need not be the same each time.

After the second or third time, perhaps you will wish to invite the pupils of another room in to hear you.

Inventing a Title

Class Conversation. Suitable titles may now be suggested for both picture and story. Perhaps one title will fit both. The class will talk these over. The best ones may be written on the board. Which words in them should begin with capital letters? Can you invent better titles than the following?

The American Family Robinson

An American Family Playing Robinson Crusoe

Plane Wrecked on a Golden Island

175. Correct Usage: Verbs

Perhaps you did not know that you were studying verbs when you were learning the correct use of *saw* and *seen*, *did* and *done*, and others like them. These

will now be studied again, together with one pair of verbs that has not yet been taken up, *tore* and *torn*.

Notice the correct use of *tore* and *torn* as shown in these sentences :

1. She *tore* her handkerchief. (NOT She *torn*)
2. Her handkerchief *is torn*. (NOT handkerchief *is tore*)
3. She *has torn* it before. (NOT She *has tore*)
4. I *have not torn* mine. (NOT I *have not tore*)
5. When *was* it *torn*? (NOT When *was* it *tore*?)

The verb *tore*, you see, should not be used with helping words, such as *is*, *was*, *has*, *have*, *had*. These helping words are used with *torn*, which needs help, as shown in these groups :

- | | |
|------------------|-------------------|
| 1. is torn | 6. have torn |
| 2. was torn | 7. had torn |
| 3. has been torn | 8. has torn |
| 4. is not torn | 9. has not torn |
| 5. was not torn | 10. have not torn |

Exercise. 1. To accustom your ears and tongue to the correct verb forms, repeat the ten groups of words above several times as rapidly as you can without speaking indistinctly. Read the list until you can almost say it from memory.

2. Give sentences containing the ten groups above.

Test. Write rapidly on a sheet of paper the correct word from each numbered parenthesis in the sentences on pages 423 and 424. First of all, write the numbers 1 to 35 on your paper.

1. I (**saw**¹ **seen**) that my coat was (**tore**² **torn**).
2. Who has (**tore**³ **torn**) my coat? Who (**did**⁴ **done**) it?
3. I have never (**tore**⁵ **torn**) my coat before.
4. It was (**lying**⁶ **laying**) on the grass.
5. Somebody (**come**⁷ **came**) and (**tore**⁸ **torn**) it.
6. Perhaps Fido (**came**⁹ **come**) and (**torn**¹⁰ **tore**) it.
7. It was not (**torn**¹¹ **tore**) before he (**come**¹² **came**).
8. Where has Fido (**went**¹³ **gone**)? Have you (**saw**¹⁴ **seen**) him?
9. He has (**ate**¹⁵ **eaten**) the sleeve of my coat.
10. Then he (**ran**¹⁶ **run**) away and (**drank**¹⁷ **drunk**) water.
11. I shall (**teach**¹⁸ **learn**) him a lesson.
12. Where (**was**¹⁹ **were**) you when you (**saw**²⁰ **seen**) him?
13. (**May**²¹ **Can**) I go with you? (**Can**²² **May**) you read Spanish?
14. He (**don't**²³ **doesn't**) know Spanish. We shall have to (**learn**²⁴ **teach**) him.
15. Have you ever (**spoke**²⁵ **spoken**) or (**written**²⁶ **wrote**) that language?
16. The water was (**frozen**²⁷ **froze**) and the pitcher was (**broke**²⁸ **broken**).
17. (**Sit**²⁹ **Set**) here while I (**learn**³⁰ **teach**) you.

18. Someone has (threw³¹ thrown) a stone at our window.
19. When I (came³² come) to school the last bell had (rung³³ rang) and the first song had been (sang³⁴ sung).
20. Have you ever (sang³⁵ sung) that song?

If your score in this test is perfect, skip the following drill and give your spare time to "Class News and Views." If you made mistakes in the test, you need the following drill.

Drill in Correct Usage. Read the drill sentences on pages 423 and 424, choosing the correct words as you read and increasing your speed with each reading until you have an excellent record.

° *Class News and Views* (9)

Could the most interesting items on each weekly bulletin board be saved in a book on the pages of which they would be pasted? Who would be on the committee to make the selections? Could you give an entire number of the bulletin board to comical items under the heading "Lost"? What do you think of giving this number one of the following names?

The Class Exchange

Have You Heard?

Listen

176. Letter Writing

You, your brother or sister, and your parents have now been on that lonely island, like four Robinson Crusoes, several years, and no one has appeared to rescue you. Although your father has repaired the airplane, you cannot fly to America or Europe because you have no gasoline. What to do? One day you have a clever idea. You decide to write a letter, to seal it in a bottle, and to throw this into the sea in the hope that it may be carried by the waves to where someone will see it and fish it out.

S
T
U
D
Y

Prepare yourself to write that letter by silently reading and answering the following questions:

1. What heading will you write for your letter?
2. To whom will you address the letter? What greeting will you use?
3. What is the most important thing for you to say in that letter?
4. With what promising sentence will you begin?
5. Can you think of a suitable ending?
6. How will you sign the letter?

Writing. Write your letter. You do not know who will find and read it. Whoever he is, you do not want him to think that you cannot write a neat and correct letter. Possibly, when your surprising letter is found, if it is ever found, it will be printed in all the newspapers of the world. Think of that! If there is

anything that you do not remember about the writing of a letter and its different parts, look it up in this book before you go on.

Correction. With a classmate, read your letter, as well as his, for mistakes and correct these.

Finding the Letter in the Floating Bottle

Instead of sealing your letter in a bottle and throwing this into the ocean, drop your letter into a basket on the teacher's desk. When all the letters are in the basket, each pupil may draw one out as if he were fishing it out of the water. How surprised you will be to learn what has happened to your long-lost classmate! If you have received an entertaining letter, read it aloud to the class.

Writing. Lose no time in writing to your friend in distress. Tell him how you mean to rescue him. But how is your reply ever to reach him? By the same route that brought his letter to you, the sealed-bottle route. The best of these letters should be read aloud or made a part of your weekly or monthly bulletin board.

177. Reading a Poem Aloud

Read this poem to yourself several times, enjoying more and more the picture it gives you. Then, with one or more classmates, practice reading it aloud until you can do so both clearly and pleasantly. Last of all, read it to the entire class for their enjoyment.



THE FLOATING BOTTLE

DAISIES *

Over the shoulders and slopes of the dune
I saw the white daisies go down to the sea,
A host in the sunshine, an army in June,
The people God sent us to set our heart free.

The bobolinks rallied them up from the dell,
The orioles whistled them out of the wood ;
And all of their saying was, "Earth, it is well!"
And all of their dancing was, "Life, thou art good!"

BLISS CARMAN

178. Explaining Things

Probably there is something that you can make or do very well, perhaps a little better than most boys and girls. How do you do it? What is the secret of your success? The class would surely like to know this, if you are willing to tell. Are you skillful at doing or making one of the following things?

1. Folding paper so as to make odd things such as caps, ships, boxes
2. Handkerchief tricks
3. Building and setting a rabbit trap
4. A skating trick
5. Saving a drowning person
6. Bicycle tricks
7. Sleight-of-hand tricks
8. Mixing and baking soda biscuits that everyone will praise

* Reprint made by permission of Small, Maynard & Company, Publishers.

9. Making some kind of homemade candy that is especially delicious

10. Catching fish

11. Training a dog to do tricks

12. Building a radio set

13. Making a kite that will fly

14. Repairing a tire puncture

15. Handling a car that is beginning to skid

16. Winning honors among the Boy Scouts

17. Winning honors among the Camp-Fire Girls

18. Making paper dolls

19. Making a pair of skis

20. Making pancakes that everybody will praise

Speaking. When you have planned your explanation and know just what to say first, what next, what after that, and so on to the end, give it. Begin with a promising sentence that will catch the attention of your hearers and will make them wonder what you are going to say next.

179. Adverbs

Notice how the following five sentences differ :

1. I am going.

2. I am going there.

3. I am going now.

4. I am going there now.

5. I am going there quickly.

In all but the first sentence the verb *am going* has one or more words added to it. These words, *there*,

now, and *quickly*, tell where, when, and how I am going. They add to the meaning of the verb *am going*. It is easy to see why words of this kind have been called *ad-verbs* — **adverbs**.

The words in this list are adverbs :

here	then	loud	down
there	soon	distinctly	forward
everywhere	always	pleasantly	backward
again	far	cheaply	much
often	near	honestly	more
seldom	softly	today	enough
quietly	lazily	not	quickly

Exercise. 1. Which of the adverbs above tell *where*? Which tell *when*? Which tell *how*? Which tell *how much*?

2. Remembering that a word used with a verb to add to its meaning is an adverb, point out as many adverbs as you can in the following sentences and tell about each one (1) with which verb it is used and (2) which of these four questions it answers :

Where?

When?

How?

How much?

1. They hunted everywhere for the child.
2. He had walked quietly away.
3. They returned soon and looked again.
4. I seldom go there.
5. He spoke loud, distinctly, and pleasantly.

6. The wind blows softly here.
7. The wind blew moderately.
8. The wind sometimes blows fiercely.
9. They danced much.
10. They will dance more soon.
11. The train has not traveled far.
12. They have talked enough.
13. He always mispronounces the word *athletics*.
14. The child fell down.
15. They often flew quietly by my window.
16. He spoke again pleasantly.
17. She spoke slowly, clearly, politely.
18. Then he answered calmly.
19. Now a young lady knocked at the door.
20. She stood there and bowed politely.
21. Do not go there.
22. You bought too much cloth.

3. Give several sentences of your own, containing some of the adverbs used above.

Words (like *then, now, here, quickly*) that are used to add something to the meaning of verbs are called adverbs.

180. Retelling an Explanation for Practice

For practice in speaking you have been retelling mostly stories. Now we shall use the following report of certain facts:

SOME EFFECTS OF TOBACCO ON GROWING BOYS

1 Several years ago Professor Seaver, of Yale
2 University, decided to do what he could to dis-
3 cover whether the use of tobacco has any special
4 effect on growing boys. He was director of the
5 Yale gymnasium, and for nine years he weighed
6 and measured all the students who entered the
7 university. He not only measured them in weight,
8 in height, and in chest girth, but he also asked
9 the age of each, and, most important of all, he
10 asked whether they had smoked before coming to
11 college. The answer to each question was care-
12 fully written down and kept as a record.

13 At the end of the nine years, when Dr. Seaver
14 studied and compared these student records,
15 he made several important discoveries. First of
16 all he saw that, as a rule, the smokers who
17 had entered Yale during that nine-year period
18 were about fifteen months older than the non-
19 smokers. This seemed to prove that the minds
20 of the boys who smoked did not work so well
21 as the minds of those who did not smoke, which,
22 of course, explained their being older when they
23 entered college. Then, as for the size of their
24 lungs, it appeared that those of the average non-
25 smoker could hold about five cubic inches more
26 air than the lungs of the smoker. Again, the
27 average height of the non-smokers was about
28 one-third of an inch more than that of the
29 smokers. This was especially surprising, for, as
30 we have seen, they were younger and ought nat-
31 urally to have averaged a trifle shorter.

32 The next thing to do was to examine the men
33 who were already in the university. They were
34 divided into two groups: first, those who never
35 used tobacco; and, second, those who had used it
36 for a year at least. The records now showed
37 how much the non-smokers surpassed the smok-
38 ers while both were in college. In weight the
39 non-smokers surpassed them ten per cent; in
40 height, twenty-four per cent; in girth of chest,
41 twenty-six per cent; and in lung capacity,
42 seventy-seven per cent. That is, while both
43 groups gained in weight, height, chest girth, and
44 lung capacity during the college years, the non-
45 smokers gained noticeably more, as indicated by
46 the per cents of superiority just quoted.

47 As these measurements and comparisons went
48 on, people were getting interested. Naturally,
49 non-smokers were rather elated, while smokers
50 were surprised and disgusted. Yet, after all, the
51 mind counts most in a great university. If the
52 smoker could prove that even though he lost in
53 height and size, his mind had gained so much
54 the more in keenness, of course the tables would
55 be turned, and he would have a right to exult.
56 Dr. Seaver, therefore, looked into the scholarship
57 of the two sets of men. He found that out of
58 every hundred of those who took the highest
59 rank only five were smokers; while among the
60 the rest of the students sixty out of every hun-
61 dred smoked.

LUTHER H. GULICK, *The Gulick Hygiene Series*

Making an Outline

Class Conversation. Discuss the following questions with your classmates:

1. What is the main thought of the first paragraph of the report of Professor Seaver's work? What different measures and answers did he write in his record? Can you express the central idea of the paragraph in a sentence?

2. Do you think the first paragraph begins with a promising opening sentence? Does it give a clear idea of what the paragraph is about?

3. What do you think of the beginning sentence of the second paragraph? Does it give the main idea, or topic, of the paragraph?

4. What are the discoveries the second paragraph lists?

5. What are the guiding words in the second paragraph that help you to find the statement of each discovery?

6. What new question is taken up in the third paragraph? Does the beginning sentence tell this or not?

7. What is the main thought of the last paragraph?

Writing. Write four sentences, one for each paragraph of the report. Number your sentences. Several pupils may write on the board. The class will decide which group of four sentences best gives the thought of the entire report. That will be the best outline of the report.

Word Study

The following words are from the report. The number before each is the number of the line in which the word is to be found. Find each word in its sentence and try to give several words of the same or nearly the same meaning that could be used in its place. Consult the dictionary whenever necessary.

2	discover	29	surprising
3	special	31	trifle
4	effect	32	examine
8	girth	37	surpassed
9	important	45	indicated
12	record	46	superiority
14	compared	46	quoted
15	discoveries	49	elated
17	period	50	disgusted
22	explained	54	keenness
24	appeared	55	exult

Expressing the Same Thought in Different Ways

Speaking. 1. Express the thought of each of the following sentences in several different ways:

1. The answer to each question was carefully kept as a record.

2. Dr. Seaver studied and compared these student records.

3. He made several important discoveries.

2. In the same way practice retelling the thought of other sentences from the report.

Making a Report of Facts

Speaking. 1. After rereading the first paragraph of Dr. Seaver's report, close your book and retell it. Use any words of the writer that you may remember or use your own. The main thing is to tell what is in the paragraph and to do this in clear and correct English.

P
R
A
C
T
I
C
E

-- The class will watch to see what you need to learn to do in order to speak better. After thinking these criticisms over, try to retell the paragraph better. Try to avoid doing again the things that have been pointed out to you as bad.

2. In this way use also the second paragraph for practice in speaking; the third; the fourth.

Team Speaking. Teams of four pupils each may practice retelling the report, each pupil telling a paragraph. After sufficient practice they may have a contest to which visitors may be invited.

181. More about Adverbs

You already know that words that are used with verbs to add to their meaning are called adverbs. In each of the following sentences one or more adverbs add something to the meaning of the verb:

1. What is the driver doing now?
2. He is only standing there.
3. Several young ladies bowed politely.

4. They bowed again and again.
5. He seldom runs fast.
6. The truck backed clumsily, slowly, noisily.
7. They had traveled far.
8. They had traveled there together.
9. The Indians moved along singly, noiselessly, rapidly.
10. The soldiers followed them eagerly, excitedly.

Exercise. Name the verb in each of the preceding sentences. Then tell what adverb or adverbs belong to it.

Adverbs do more than help verbs. Some adverbs also add to the meaning of adjectives. The following sentences show such adverbs, in *italics*:

1. It was a *very* pretty doll.
2. The man was *very* tall.
3. He was *so* tall.
4. A *slightly* green mark was on his hand.
5. The price was *too* high.

There is still another thing that adverbs do; they add to the meaning of other adverbs. Notice the adverbs *very* and *so* in these sentences:

1. The fish swam *very* swiftly.
2. My friend will arrive *very* soon.
3. She sang *so* well.

Exercise. Point out each adverb in the following sentences and tell whether it adds to the meaning of a verb, of an adjective, or of another adverb:

1. The firemen climbed up.
2. The firemen then crawled up on the roof.
3. One of them swung lightly to a window.
4. He made his way along very carefully.
5. The very careful fireman moved very cautiously.
6. It was a most pleasant afternoon.
7. Suddenly some shouts were distinctly heard.
8. The call was very distinct.
9. Help was badly needed then.
10. The doctor could be seen here, there, and everywhere.
11. He was a very active person.
12. His hair was somewhat gray.
13. She visited here once.
14. She visited here only once.
15. She talked most entertainingly about her travels.

Words (like *soon, very, too, gladly, rapidly*) that are used to add something to the meaning of verbs, adjectives, or adverbs are called adverbs.

182. Letter Writing

There are two things to remember when one writes or answers a letter of complaint: (1) to make one's explanation clear, and (2) to be fair and polite.

Edith Crawford and William Sampson, two sixth-grade pupils, wrote each other as follows:

178 Fountain Avenue
Cripple Creek, Colo.

April 23, 1930

Sampson Radio Supply Co.
3343 North Wabash Avenue
Chicago, Illinois

Dear Sirs :

I am sorry to report that the Silvertone
Loud Speaker shipped to me last week ar-
rived badly scratched. What shall I do?

Very truly yours,
Edith Crawford

Sampson Radio Supply Company
3343 North Wabash Avenue
Chicago, Illinois

April 28, 1930

Miss Edith Crawford
178 Fountain Avenue
Cripple Creek, Colo.

Dear Madam :

We regret that the Speaker was scratched.
May we ask you to return it at our expense?
A new one is already on its way to you.

Very truly yours,
William Sampson

Class Conversation. Discuss the following questions with your classmates:

1. Are both letters correct as to letter form?
2. Which of the two letters do you like better? Why?
3. Is there anything that you would have added to the first letter?
4. Is there anything that you would have added to the second letter?
5. What are some of the words in both letters that show politeness?
6. Is the explanation in each letter perfectly clear?

S
T
U
D
Y

Silently answer the following questions to prepare for the letter writing to come:

1. To whom will you write, and what business will you pretend that he or she is conducting?
2. What has he shipped you that is unsatisfactory? Does this list give you an idea?

a box of ribbons	a fountain pen	a camping outfit
a tennis racket	a tool	stamps for your collection
a canoe	a baseball mit	a pocket microscope

3. How is the article unsatisfactory? What is it that you want your dealer to do?

Writing. Write your letter of complaint, not telling anyone who it is to whom you are writing or in what business you suppose him to be engaged. All that is to be a secret for the present.

Correction. Your letter will not be delivered unless it is both correct and neat. You remember how the class postmaster and his assistants feel about those

things. Therefore, do not mail your letter until you have carefully reread and corrected it.

Writing. The most interesting letters will be read aloud for the entertainment of the class. After that each pupil will write a polite reply to the complaint he has received.

Both letters called for in this section should be properly enclosed in envelopes correctly addressed. See how the parts of this address are arranged :

Sampson Radio Supply Company
3343 North Wabash Avenue
Chicago
Illinois

183. Telling Adjectives from Adverbs

It is easy to tell an adjective from an adverb if you keep one thing in mind. That one thing is this: an adjective belongs to a noun, but an adverb belongs to a verb. Sometimes, also, an adverb belongs to an adjective or another adverb, but never to a noun.

The following easy sentences show the difference between adjectives and adverbs. Each adjective is printed with one line under it; each adverb with two lines.

1. The short man puffed violently.
2. His red cheeks wobbled noticeably.
3. His very red cheeks wobbled very noticeably.
4. His short legs moved over the ground fast.
5. His bright eyes sparkled very brightly.
6. Many happy boys shouted long and loud.
7. Several pretty girls joined cheerfully in the fun.
8. Gay flags were flying brightly from the buildings.
9. A brass band played constantly.
10. The noisy crowd enjoyed itself very much.

Exercise. 1. In those ten sentences which noun does each adjective point out or describe?

2. Tell to which verb, adjective, or other adverb each adverb belongs. Have you noticed that many adverbs end in *ly*?

In the numbered sentences below, the adjectives and adverbs are not underlined. You will have to tell each from the kind of work it does in its sentence.

Exercise. 1. Point out the adjectives and tell to which noun each belongs.

1. It was a black and dirty street on which I was slowly walking.

2. No sidewalks and no lights were there.

3. Heavy rain had been falling lately.

4. Many men plodded along patiently beside me.

5. Their tin lunch pails rattled slightly.

6. The noisy whistle screamed unexpectedly.

7. A cold north wind blew straight in from the lake.

8. The big iron gate swung slowly open.

9. I cautiously followed my silent guide.
10. We made our way through a long, somewhat hot tunnel.
11. We soon came to an iron stairway.
12. We then stepped out upon a steel floor.
13. He surely was a good fellow, clean and honest.
14. I trundled the iron wheelbarrow back and forth.
15. My heavy shoes thumped noisily on the hard pavement.

2. Point out the adverbs and tell to which verb, adjective, or other adverb each belongs.

184. A Debate

Did you know that you have been debating for years? Whenever you have differed from someone and have tried to prove to him that he was wrong and that you were right, what have you done? You have done two things: you have given reasons for thinking as you did, and you have tried to show that the reasons on his side were not good reasons. This is debating. To be sure, in a debate before an audience there are certain rules that it is best to follow.

Stating the Question

One of the rules tells how the question for debate should be stated. The question should not be stated as follows:

Which season of the year gives children more and better chances for good times — summer or winter?

Instead, the statement should be like this:

Resolved, That summer gives children more and better chances for good times than winter.

Affirmative and Negative

There are two sides to every question. One of these is called the affirmative side. The other is called the negative side. The affirmative side tries to prove the question. In the case of the question above, the affirmative side would take the part of summer. It would try to prove that summer is the better season for good times. The negative, on the other hand, would take the part of winter.

Two or three pupils are usually chosen for each side. The debate is opened by the first speaker on the affirmative, who is followed by the first speaker on the negative. Then follow in order the second speaker for the affirmative, the second speaker for the negative, the third speaker for the affirmative, and the third speaker for the negative. Sometimes the first speaker for the affirmative is allowed a minute at the end in which to close the debate.

The Judges

Several pupils, say three, may be appointed judges, or the entire class may so act. Their duty is to decide whether the affirmative or the negative won the debate. In reaching this decision they take into account two things: (1) the reasons or arguments offered by

each side, and (2) the manner in which the arguments were presented — whether clearly, pleasantly, in good English, in good order, without too many *and's*, with a promising beginning sentence, and so on.

Preparing for the Debate

Before you talk on a question, you must have time to think about it. At first you may favor one side. After considering the question awhile, however, you may find that you have changed your mind.

S
T
U
D
Y

Prepare yourself for the debate by silently reading and answering the following questions:

1. What are some of the good times that you can have in summer but not in winter?
2. What kinds of fun does winter provide that you cannot have in summer?
3. In which season of the year is the vacation longer?
4. Do you have good times in school also? Should these be considered in the debate?
5. Which kind of fun do you like better — summer fun or winter fun?
6. With what promising sentence would you begin a talk for the affirmative? for the negative?
7. What side of the question will you take? Why?

Speaking. Give a short talk on the question for debate. The class will choose the best three speakers on each side to debate the question.



THE DEBATE

Debating

Let each of the two teams of debaters meet by itself and decide which arguments each speaker is to present. Let the debaters practice stating their arguments. Let them practice showing that the arguments for the other side are not so strong as the other side thinks. Let the judges be selected and the number of minutes decided which each speaker may have.

Speaking. When all is ready, let the debate begin. Let one speaker follow another as described on page 443.

P		After the judges have announced their decision,
R		the class may give its opinion of the debating.
A		Now, both for practice and for fun, the debate
C		may be given again. Will you have the same
T		speakers or two other teams?
I		
C		
E		

185. Pronouns

Do you know what these little words — *I, you, he, she, it* — and others like them are used for in sentences? You can find the answer to this question by comparing the following two paragraphs:

I

Mary said, "Mary has Mary's books in Mary's school bag." Mary asked Frank, "Has Frank's friend George, George's knife in George's pocket?" Frank answered, "George has George's knife in George's pocket."

II

Mary said, "I have my books in my school bag." She asked Frank, "Has your friend George his knife in his pocket?" He answered, "George has it in his pocket."

Exercise. Tell what noun in the paragraph at the foot of page 446 is referred to by each *I*, *my*, *she*, *he*, *his*, *your*, and *it* in the paragraph above.

These little words that are used *for nouns*, that is, in the place of nouns, are called **pronouns**. The *pro* part of the word *pronouns* means "for."

There are not many pronouns. Some of them are:

I	you	he	she	it	we	they	who	which
my	your	his	hers	its	our	their	whose	what
me	yours	him	her		us	them	whom	that

Exercise. 1. Use in a number of sentences several pronouns from the list above. Some of the sentences may be written on the board and a line drawn under each pronoun. Tell for what noun each pronoun stands, if you can.

2. Point out as many pronouns as you can in the following sentences, and name the noun for which each stands:

1. Mary, Frank, and his brother Fred went to her house.

2. "Come along with us, Sue," they called to me.

3. I said, "I shall have to ask my mother first."

4. My mother said I might go with them.

5. She told me not to stay long.
6. At Mary's house we looked at her stamp collection.
7. It was a very interesting collection.
8. "Where did you get these stamps?" Fred asked her.
9. "My uncle sent me many of them," she answered.
10. "He travels a great deal, you know."
11. Her uncle is very fond of her, I think.
12. She is lucky to have an uncle who sends her things.
13. The two boys soon left for their own home.
14. It is on another street whose name I have forgotten.
15. When I left I asked Mary to come to my house.

3. Read the fifteen sentences above, but in the place of each pronoun read the noun or nouns for which it stands. Notice how awkward the sentences now are. Notice how hard it is to express one's thoughts without pronouns. Small as they are, it is clear they do an important work.

A pronoun is a word used instead of a noun.

186. Correct Usage: *I, he, she, we, and they*

Five pronouns that are often used incorrectly are named above. Last year you may have learned a jingle about them, but you did not then know that

they are pronouns. The jingle is repeated here to refresh your memory :

Learn about five words today :

I, he, she, we, also they

After *is* or *was* you say.

Say this : " It is *I* or *he*,

It was *they* or *she* or *we*."

From this jingle we see, if we do not already know it, that the following sentences show the correct use of those five troublesome words :

It is (or was) *I*. (NOT It is (or was) *me*.)

It was either *he* or *she*. (NOT *him* or *her*)

It wasn't *we* that did it. (NOT wasn't *us*)

It's not *they*. (NOT It's not *them*.)

Test. Opposite each of the twenty-four numbers that you will write on a sheet of paper, write the correct word from each of the twenty-four parentheses in the following sentences :

1. Was it (**he** ¹ **him**) that (**did** ² **done**) this?
2. Was it you or was it (**her** ³ **she**) that saw him?
3. I think it was not (**him** ⁴ **he**). It was not (**she** ⁵ **her**).
4. It was (**them** ⁶ **they**). It was not (**he** ⁷ **him**).
5. It was not (**me** ⁸ **I**). I'm sure it wasn't (**I** ⁹ **me**).

6. Isn't that (him ¹⁰ he) in the tree? It is (he ¹¹ him).
7. I see that it is not (her ¹² she).
8. It was (us ¹³ we) that saw him in the tree.
9. We saw that it was (him ¹⁴ he) in that tree.
10. We also saw that it was not (she ¹⁵ her) who did it.
11. Wasn't it (them ¹⁶ they) that laughed so much?
12. It wasn't (they ¹⁷ them), and it wasn't (me ¹⁸ I).
13. If it wasn't (her ¹⁹ she), it was (he ²⁰ him).
14. Who said it was (me ²¹ I)? It wasn't (I ²² me).
15. It is (she ²³ her) that says it was (them ²⁴ they) who did it.

Drill in Correct Usage. As you read the preceding drill sentences aloud several times, select the correct word from each parenthesis. Increase your speed after the first readings, without making mistakes or pronouncing indistinctly. Perhaps the teacher will time you after you have practiced awhile.

187. Another Debate

Does the following question make you want to argue?

Where is it better for boys and girls to live—in the country or in the city?

The first thing to do is to put the question in proper form for debate, as follows:

Resolved, That it is better for boys and girls to live in the country than in the city.

S
T
U
D
Y

Prepare yourself for the debate by silently answering these questions and following the directions:

1. Begin by reading again what was said about debating on pages 442-446.
2. What are some of the pleasant things about life in the country?
3. Where would you rather go to school—in the country or in the city? Why?
4. What are some of the advantages of life in the city?
5. What is the strongest argument for living in the city?
6. What is the strongest argument for living in the country?
7. Which side will you take?
8. With what promising sentence will you begin your talk?

Project: A Debate in which the Entire Class Takes Sides. Let all those who prefer the country to the city meet and select three of their number to debate the question with three debaters chosen in the same way by those who prefer city life. You see, the class will be divided into two opposing camps or parties.

Each camp or party may prepare for the debate by doing one or all of these things:

1. Choosing a name for your camp or party.
2. Planning and making a banner. (What will you print on that banner?)
3. Designing and making badges. (What will you print on the badges?)
4. Thinking of good arguments to give to your three debaters.
5. Listening to your debaters talk on the question, and pointing out to them how they may be able to do better.
6. Training one or two other teams of debaters to take the place of those already chosen, if the latter should not do as well as you expected.
7. Making posters to advertise the debate and to invite outsiders to come ("admission free").
8. Writing letters of invitation (for this, see the following section).

Debating. Each speaker will state his case as well as he can. He knows, as do the judges, that two things count: (1) the arguments, and (2) good speaking.

188. Letter Writing

Since the debate, with the entire class divided into enemy camps, will be an important event, you will probably wish to invite your parents to it, as well as other persons outside the school.

You will wish to be particularly careful that your letter of invitation contains no mistakes.

As you study alone, planning your letter of invitation, let the following questions help you.

1. What pleasant thing can you say in your letter that will make the person glad who receives it? Do you see anything of that sort in the letter below?

2. As your letter of invitation is of course not a business letter, how will it differ from one?

3. What ought a letter of invitation to be very careful to say exactly? Does the letter below say it?

4. Can you think of a promising first sentence with which to begin your letter? What do you think of the one in the letter below?

MARTIN'S LETTER TO HIS UNCLE PETER

Henry Clay School
Lexington, Kentucky
May 6, 1930

Dear Uncle Peter:

This is a very special invitation to you to come to hear your nephew debate in public next Friday afternoon, May 9, at two o'clock. Next to my father and mother, who will be invited too, there is nobody whom I would rather ask than you. You are my only uncle and my favorite one. Please come.

Your loving nephew,
Martin

Writing. Write your letter or letters of invitation. Write the address on the envelope. If you do not remember exactly how to do this, turn to page 353. Do not forget the period after *Mr.* and *Mrs.*

Correction. Can you trust yourself to find every mistake in your letter without the help of a classmate? Try to do this. Then ask a classmate to look your letter through to make doubly sure.

189. Prepositions

Different kinds of words do different kinds of work in sentences. We shall now study the words *into*, *of*, *to*, *at*, *from*, and others like them, in order to find out how they help us to express our thoughts. See them at work in the following sentences. Each is printed in italics to attract your attention.

1. The book lies *on* the table.
2. The book lies *under* the table.
3. The book lies *against* the table.
4. The book lies *behind* the table.

In each of these sentences the word in italics makes clear where the book lies. Read the sentences without the words in italics and see how much these words are needed to help make the meaning clear.

Words like *on*, *under*, *against*, and *behind*, as used in those four sentences, are called **prepositions**.

There are not many prepositions. Most of those commonly used are given in this list :

above	behind	during	through
across	below	for	to
after	beneath	from	toward
against	beside	in	under
along	besides	into	until, till
among	between	of	upon
around	beyond	on	with
at	by	over	without
before			

A preposition is usually the first of a group of words that belong together, as

on the table

under the chair

against the wall

behind the car

in the water

on the road

for the girl

for you

for me

for our country

The noun or pronoun that follows the preposition is called the **object of the preposition**. In the group *on the table*, *table* is the object of the preposition *on*; in the group *against the wall*, *wall* is the object of the preposition *against*; and in the group *for you*, *you* is the object of the preposition *for*.

Exercise. Pick out the prepositions in the following sentences and name the noun or pronoun that is the object of each :

1. This letter is for him.
2. That letter from him is for me.
3. The book on the table is from my father.
4. The book on the table belongs to my father.

5. The flag above the building waved in the air.
6. The flight across the Atlantic succeeded beyond expectation.
7. The honors were all for him.
8. He stood before the President on the platform.
9. During the war many men went to the front.
10. I cannot see beyond that hill.
11. We drove across the bridge and into the town.

A preposition is a word that shows the relation between the noun or pronoun which is its object and some other word.

190. Correct Usage: Prepositions

Notice the following correct uses of prepositions. The incorrect uses are shown in the parentheses.

1. Is your mother *at* home? (NOT *to* home)
2. My mother sat *beside* me.
3. *Besides* us there was no one that could drive the car. (NOT *Beside* us)
4. *Among* the three there was only one honest man. (NOT *Between* the three)
5. *Between* you and me there can be no secrets.
6. We crawled *into* the cave and hid in it. (NOT *in* the cave)
7. The hunter stood *behind* the bush. (NOT *in back of* the bush)
8. *Beside* him stood his son. (NOT *Alongside of* him)

9. Keep *off* the grass. (NOT *off of* the grass)
10. He walked *to* the station. Now he is *at* the station.
11. The path leads *across* the marsh. (NOT *acrost* the marsh)

Exercise. Make sentences containing the prepositions in italics. Some of the sentences may be written on the board.

Test. After writing the numbers 1 to 24 on a sheet of paper, write after them the correct words from the parentheses below. Correct your list in the usual way.

1. There was not an athlete (**between** ¹ **among**) the dozen.
2. Please lift that box (**off** ² **off of**) the chair.
3. He sat down (**besides** ³ **beside**) me.
4. No one (**beside** ⁴ **besides**) them can do this work.
5. The airplane flew (**across** ⁵ **acrost**) the river.
6. He opened the door and jumped (**into** ⁶ **in**) the car.
7. That mischievous boy is (**into** ⁷ **in**) the kitchen again.
8. He dove (**in** ⁸ **into**) the river.
9. He dove (**off** ⁹ **off of**) the bridge (**into** ¹⁰ **in**) the water.
10. What is that (**in back of** ¹¹ **behind**) that tree?
11. He was standing (**beside** ¹² **alongside of**) his horse.
12. Since you and I are friends, (**among** ¹³ **between**) us there can be no trouble.

13. My mother sat (**besides**¹⁴ **beside**) me in the hammock.
14. (**Beside**¹⁵ **Besides**) us there was no one who saw the animal.
15. Who is the strongest (**among**¹⁶ **between**) those three?
16. Is your brother (**to**¹⁷ **at**) home? Was he (**at**¹⁸ **to**) home yesterday?
17. I saw your sister going to school. Is she (**at**¹⁹ **to**) school today?
18. Is she (**to**²⁰ **at**) home or is she (**at**²¹ **to**) school now?
19. Is anyone (**to**²² **at**) home (**beside**²³ **besides**) your mother?
20. Place the shovel (**alongside of**²⁴ **beside**) the rake.

Do you need the following drill? If the test says not, go at once to "Stop, Look, Read," below.

Drill in Correct Usage. As you read the preceding sentences aloud, select the correct words from those in the parentheses. Increase your speed, but remember that only correct and distinct reading counts. Perhaps the teacher will time you.

° Stop, Look, Read (10)

What, do you think, would make interesting reading in the coming number of the bulletin board? Possibly an

entire bulletin board given over to "Help Wanted" advertisements would prove amusing both to writers and to readers.

191. Telling the Story of a Picture

What is it that those three children in the picture on page 461 see as they round the bend of the shore in their canoe? Even the dog is excited. What can it be?

S
T
U
D
Y

Perhaps the following questions will help you in your silent study as you try to make an interesting story for the picture:

1. What names will you give to those three children and the dog?

2. How do they happen to be in this canoe on this pretty lake?

3. What are some of the things that might surprise them at the turn in the shore?

4. Which of all the surprises that you can think of would fit the picture best?

5. With what promising sentence will you begin your story?

6. Can you tell your story so as to leave the surprise to the very end?

Speaking. Tell your story of the picture. You may be sure that your classmates will wonder what that story is and how you will end it.

Writing. Perhaps you can improve your story when you write it. Do not make it too long. What counts

most in a story is its interest. Everybody prefers a short story, with every sentence interesting, to one that is long and dull.

Project. When the stories have been corrected and perhaps copied, they may be bound in a cover on which should be printed a suitable title. Or perhaps you will write an entirely new story for the book. In either case the title should fit the stories and the picture as well. Do you like the following titles?

Seen from a Canoe

The Surprise

A Fire in the Camp

The Unexpected Visitors

What Has Become of Our Tent?

The Return of an Indian Tribe

A Bear Makes Himself at Home

Somebody Has Camped in Our Camp

192. Conjunctions

Notice what our old friend *and* is doing in the following sentences :

1. John *and* George played a game.
2. John was skillful *and* lucky.
3. The skillful *and* lucky boy won the game.
4. He played skillfully *and* carefully.
5. The boys played *and* talked.
6. They played all day, *and* they slept all night.



Exercise. 1. In which of the sentences on page 460 does *and* join or connect two nouns?

2. In which sentence does *and* join two verbs?

3. In which sentence does *and* connect two adverbs?

4. What two adjectives are connected by *and*?

5. Is there a sentence among the six on page 460 which is really two sentences joined by *and*? Which one? What are the two sentences which *and* connects?

Words that, like *and* in the sentences on page 460, connect words or groups of words or whole sentences are called **conjunctions**. Other conjunctions besides *and* are *but*, *for*, *or*, *nor*, *hence*, and *therefore*. You can see them at work connecting sentences or parts of sentences in the following :

1. I am well, *but* I am not strong.
2. You invited me; *therefore* I came.
3. John's teachers like him, *for* he studies hard.
4. I earned this money; *hence* it is mine.
5. We shall go in our car *or* we shall not go at all.
6. The skillful *but* unlucky boy lost the game.
7. Are you skillful *or* lucky?
8. The animal was alive *but* weak.
9. The trapper approached quickly *but* cautiously.
10. He was not afraid, but he was careful.
11. The ribbon was red or orange.
12. The dress was old but pretty.
13. It was pretty; therefore she liked it.
14. It was old; therefore she did not like to wear it.
15. The long but interesting story was enjoyed by the class.

Exercise. 1. Point out each conjunction in the fifteen sentences on the preceding page and tell what it connects — what nouns, adjectives, adverbs, or whole groups of words.

2. Give sentences showing the following :

1. Two nouns connected by *and* ; by *or*
2. Two verbs connected by *and* ; by *but* ; by *or*
3. Two adjectives connected by *and* ; by *but*
4. Two adverbs connected by *and* ; by *but*
5. Two complete sentences connected by *and* ; by *but* ; by *for* ; by *therefore*

3. Write some of your sentences.

A conjunction is a word that connects words or groups of words.

There are other conjunctions besides *and*, *but*, *for*, *or*, and *therefore*. You will study these when you have learned more about that interesting subject, grammar. At this time perhaps you would like to have a list of the most common of these. Besides, it may be useful to know them, for they will help you to avoid using too many *and*'s.

although, though

as

as if

because

if

when

while

since

after

until

before

whenever

193. Reading a Poem Aloud

Read the poem to yourself several times. Then, with a classmate, practice reading it aloud. Stand erect and speak loudly and distinctly as you practice. Last of all, read it to the class or some class in another room, for their enjoyment.

The author of this song is a cheerful poet. Though gray clouds overwhelm the town, he laughs and sings. He knows that the downpour of rain will help the daffodils and the roses to grow.

THE RAIN SONG

It isn't raining rain to me,
It's raining daffodils;
In every dimpled drop I see
Wild flowers on the hills;
The clouds of gray engulf the day,
And overwhelm the town;
It isn't raining rain to me,
It's raining roses down.

It isn't raining rain to me,
But fields of clover bloom,
Where every buccaneering bee
May find a bed and room;
A health unto the happy!
A fig for him who frets!
It isn't raining rain to me,
It's raining violets.

ROBERT LOVEMAN

194. Getting Rid of the "*and*" Habit

One reason why speakers use too many *and*'s is that they have not formed the habit of using certain other conjunctions. These are sometimes more suitable than *and*, as is seen by comparing the sentences in the following groups:

I

I am twelve years old, *and* I am not afraid in the dark.
Because I am twelve years old, I am not afraid in the dark.

II

He is only ten, *and* he likes to read books.
Although he is only ten, he likes to read books.

III

I visited my aunt in the city, *and* we went to the zoo.
When I visited my aunt in the city, we went to the zoo.

IV

I am right *and* you are wrong.
If I am right, you are wrong.
Since I am right, you are wrong.

V

We were talking about travel, *and* I told him about our trip.

While we were talking about travel, I told him about our trip.

As we were talking about travel, I told him about our trip.

VI

I have been in France, *and* I do not know French.
Though I have been in France, I do not know French.

VII

You wish to go, *and* I will go with you.
If you wish to go, I will go with you.
Since you wish to go, I will go with you.

VIII

You enjoyed the book, *and* I should like to read it.
As you enjoyed the book, I should like to read it.

IX

I go to town now and then, *and* I always go to the museum.

Whenever I go to town, I go to the museum.

Class Conversation. 1. Read the first sentence in the first numbered group on page 465. Read the second sentence in that group. Tell what changes have been made in the first sentence to get the second. Has the first sentence been improved?

2. With your classmates, study in the same way each of the other groups of sentences.

The following exercises will help you form the habit of using the conjunctions in this list:

after	as if	if	when
although, though	because	since	whenever
as	before	until	while

Speaking. 1. Make several sentences that begin with the first group of words below :

1. Although I am twelve
2. After I saw the man
3. As we were walking together
4. Because he is older than I
5. Before you visit other countries
6. If you are going camping
7. While she stood there
8. When you buy a bicycle
9. Until he learns to read
10. Since you are so kind to me

2. Make several sentences beginning with each of the other groups of words above.

3. Make several sentences of your own, beginning each with one of the conjunctions listed at the foot of the preceding page.

195. Speaking from Dictation

The teacher will read the following paragraph aloud. With your book closed, listen carefully, for you will be called on to retell it.

MAKING FLYING SAFER

Inventors are continually working out methods of making flying safer. One of the newest methods has been suggested by Dr. Eisenlohr. His plan is to attach a large parachute to that

part of the airplane which carries the passengers and the pilots. Besides, he would place the engine and the fuel in another part, which could be instantly separated from the first in case of serious trouble. What, then, happens in case of accident? The engine part of the plane will be detached and will drop to the ground. The parachute will open over the other part, that is, the cabin with its pilots and passengers, and this, slowly, safely, and comfortably, will descend to the ground.

Speaking. As accurately as you can, retell the paragraph you have just heard. Tell what it says — all that it says — and nothing else. It does not matter whether you use the same words; use any words that come to you.

P
R
A
C
T
I
C
E

Class Conversation. What are some of the things to be remembered by you when you speak, in order that you may make your meaning clear and give pleasure to those who hear you? Talk this over with your classmates. Each point may be written on the board as the class decides its importance. When the list is finished it may be compared with the Summary on pages 481-483.

As you try to retell the paragraph, perhaps more than once, your classmates, with the help of the list on the board, will tell you where you are improving and to what you should give special attention.

Speaking. Now the teacher will read aloud each of the following paragraphs. In the same way retell each paragraph, practicing each until you can retell it well before going on to the next one. Your classmates will help you with friendly advice.

PROTECTION FOR THE EYES

How shall we protect our eyes from the glare of the sun and, at night, from the blinding glare of the headlights of approaching cars? Most dark glasses do more than keep out lights that are too bright. They also make it difficult to see well enough for such games as tennis, golf, and such pleasures as botanizing. A new kind of dark glass has just been invented. This consists of two parts, the upper half of the spectacles, which is dark, and the lower half, which is clear and uncolored. The two halves are so made that the top of the spectacles or goggles is very dark and shades off gradually into the very clear glass at the bottom.

WHICH IS HARDER?

Which is harder — to fly to the Hawaiian Islands from California or to fly to Europe from New York? It is easy to see that the flight to Hawaii is the more difficult. In flying to Europe the aviator knows that if he can only fly eastward long enough he will at last reach his goal. He may miss Ireland, the nearest land, but if he does, he can hardly miss

France farther on. In other words, he is aiming at a wide target indeed. How small a target is Hawaii in the Pacific Ocean? The flyer has to travel twenty-five hundred miles to a string of islands only a little over three hundred miles long. If he misses, what then? Is there some other land to welcome him? No. There is nothing but ocean. On and on the aviator flies, perhaps not knowing that he has passed his mark until his supply of gasoline gives out and he can fly no more.

196. Interjections

1. Oh! See the airplane!
2. Ah! What a beauty it is!
3. Whew! Isn't it going fast!

Notice the words *Oh*, *Ah*, and *Whew* in the sentences above. Their work is to express sudden or strong feeling. They are called **interjections**.

Notice the punctuation mark (!) that follows each interjection. That mark is called an **exclamation mark**. You see it also follows each numbered sentence above. That is because those sentences express strong feeling.

Speaking. Use each of the following interjections in a sentence. Tell what feeling you are trying to express by means of the interjection — surprise, astonishment, pleasure, alarm, joy, grief, fear, anger, pain, disgust, hope, disappointment, or approval.

ah	bah	fie	ho-hum	my	pshaw	whew
alas	hey	fudge	hurrah	oh	pooh	well

An interjection is an exclamatory word or sound expressing strong feeling.

197. *Project*: A Radio Program

Perhaps someone in the class can bring a screen to school behind which the announcer and the speakers could stand while they are entertaining the class with a radio program. A sheet would do if it could be fastened on a wire so as to hang down in the front of the room, to hide the far-away performers.

Class Conversation. Talk over each of the following questions with your classmates:

1. Who in the class would make the best announcer? What must he be able to do well?

2. What is the first number on the program to be — a song by a small group of the best singers in the class?

3. Could not an unseen team of pupils recite one of the poems you studied this year or last? Which poem is it to be? Who are to give it? What must they be able to do well?

4. Will you have team story-telling? There are some interesting stories which you know and have learned to tell. Who are to be the story-tellers?

5. How do you wish your radio program to end?

Training for the Program

Each pupil and team of pupils who will be heard over the radio when the time comes should prepare for it. All these performers must remember that they will not be seen when they speak, sing, read, recite, or tell a story. Only their voices will be heard. They will disappoint their hearers unless they speak loud enough, distinctly, and in a pleasant tone of voice. A radio program that no one can understand is very annoying, as you know.

Perhaps a committee of pupils should be appointed to advise and help the performers, in order that the program may prove successful.

When everybody and everything is ready, give the program.

198. Correct Usage: *without, like, leave, left, who, etc.*

The correct use of a number of words you have not yet studied is shown below.

I. *Without* is sometimes incorrectly used where *unless* would be correct. Notice the following:

1. *Unless* you go, I shall stay. (NOT *Without* you go)
2. *Without* you, I shall not go.
3. I shall work alone, *unless*
you stop teasing. (NOT *without* you stop
teasing)
4. We went to town *without*
our money.

Exercise. Make sentences containing the groups of words below :

1. unless you go
2. unless you help me
3. unless I see him
4. unless he made a mistake
5. unless the man is joking
6. unless she pays for it

II. *Like* is sometimes incorrectly used for *as* or *as if*.

1. Do it *as* she is doing it. (NOT *like* she is doing it)
2. Do it *as if* you meant it. (NOT *like* you meant it)
3. That is just *like* you.
4. George is *like* Frank.

Exercise. Make sentences containing these groups of words :

1. as she is doing it
2. as if you meant it
3. as Mother used to make them
4. as if he were joking
5. as if you were a soldier
6. as everybody should
7. as I told him

III. *Who* is sometimes incorrectly used for *whom*.

1. *Whom* do you see? (NOT *Who* do you see?)
2. *Who* did it?
3. *Who* is that woman?
4. *Whom* shall I tell? (NOT *Who* shall I tell?)

Exercise. Make several sentences beginning each with *Whom* ; with *Who*.

IV. *Leave* and *left* are sometimes incorrectly used for *let*.

1. *Let* him do it as he likes. (NOT *Leave* him do it)
2. *Let* me go. (NOT *Leave* me go.)
3. *Leave* me at once. *Leave* me alone. *Leave* me here.
4. *Let* the boy work in his own way. (NOT *Leave* the boy work)
5. She *let* us use her mower. (NOT She *left* us use her mower.)
6. She *left* her mower on the lawn.

Exercise. Give several sentences beginning with *let*; several beginning with *leave*; several containing *left*.

199. *Test, Review, and Final Practice: Correct Usage*

During the year, and for several years before, you have been learning the correct use of a number of words that are often used incorrectly. We shall now review these.

Test. 1. On a sheet of paper write the numbers 1-19. Then, as you rapidly read the sentences in group *A*, write opposite each of your numbers the correct word from the parenthesis having the same number. When you have finished, the teacher will read the correct words. Mark your mistakes.

2. In the same way test yourself with group *B*, *C*, or *D*, as the teacher directs.

A

1. (**Without** ¹ **Unless**) you (**saw** ² **seen**) him do it, we cannot be sure that it was (**him** ³ **he**).
2. (**Whom** ⁴ **Who**) did you see? Did you do anything (**beside** ⁵ **besides**) looking for him?
3. The boy talks (**like** ⁶ **as**) his father talks.
4. He looks (**like** ⁷ **as**) his father, but he (**isn't** ⁸ **ain't**) as dark as his father.
5. Will she (**let** ⁹ **leave**) us go to the circus?
6. (**Leave** ¹⁰ **Let**) the bundle in the car. It won't be touched by (**nobody** ¹¹ **anybody**).
7. Have you (**saw** ¹² **seen**) my book (**laying** ¹³ **lying**) anywhere?
8. He (**doesn't** ¹⁴ **don't**) know what he (**done** ¹⁵ **did**) with it.
9. He has (**gone** ¹⁶ **went**) home, and no one knows (**nothing** ¹⁷ **anything**) about it.
10. Where (**were** ¹⁸ **was**) you when he (**done** ¹⁹ **did**) this?

B

11. (**Sit** ²⁰ **Set**) in this chair and (**leave** ²¹ **let**) me see whether you have (**froze** ²² **frozen**) your ear.
12. Several people (**come** ²³ **came**) here and (**threw** ²⁴ **thrown**) (**them** ²⁵ **those**) papers on the floor.
13. Has she (**broken** ²⁶ **broke**) the bottle? (**Who** ²⁷ **Whom**) (**broken** ²⁸ **broke**) it?

14. (May ²⁹ Can) I (learn ³⁰ teach) you how a business letter is (written ³¹ wrote)?
15. She has (spoke ³² spoken) to the man about (these ³³ them) pretty flowers.
16. She is a good cook. She cooks very (good ³⁴ well).
17. That is she (sitting ³⁵ setting) on one of (them ³⁶ those) benches.
18. (Don't ³⁷ Doesn't) she like (these ³⁸ this) kind of people?
19. She likes best of all (that ³⁹ those) kind of dishes.
20. Somebody has (drunk ⁴⁰ drank) my milk and has (eaten ⁴¹ ate) my oatmeal.

C

21. It was (me ⁴² I) who first (did ⁴³ done) (these ⁴⁴ this) kind of tricks.
22. We (was ⁴⁵ were) both in the same circus, but it was (I ⁴⁶ me) that first (done ⁴⁷ did) (these ⁴⁸ them) tricks.
23. He never knew (anything ⁴⁹ nothing) about them until he (seen ⁵⁰ saw) me doing them.
24. Will you please keep (off ⁵¹ off of) that bench?
25. Now he can do them (well ⁵² good). I (taught ⁵³ learned) him.
26. We had not (sang ⁵⁴ sung) (any ⁵⁵ none) of (those ⁵⁶ them) songs for a month.

27. The school bell had not (**rung** ⁵⁷ **rang**) for a week.
28. Was it (**she** ⁵⁸ **her**) or was it (**him** ⁵⁹ **he**) who (**learned** ⁶⁰ **taught**) you how to dance (**those** ⁶¹ **them**) new dances?
29. The children have (**ran** ⁶² **run**) to greet their father.
30. They (**saw** ⁶³ **seen**) him when he stepped (**in** ⁶⁴ **into**) the house.

D

31. (**Without** ⁶⁵ **Unless**) you help me, I cannot finish my work today.
32. (**Let** ⁶⁶ **Leave**) me do this part, and I will (**leave** ⁶⁷ **let**) you do that.
33. He acts (**as if** ⁶⁸ **like**) he owned this school.
34. (**Don't** ⁶⁹ **Doesn't**) he know that the bell has (**rung** ⁷⁰ **rang**)?
35. No one is walking (**across** ⁷¹ **acrost**) our lawn.
36. (**Whom** ⁷² **Who**) has (**written** ⁷³ **wrote**) his letter?
37. (**Whom** ⁷⁴ **Who**) do you know better, Mary or Sue?
38. You have (**tore** ⁷⁵ **torn**) your coat and (**broken** ⁷⁶ **broke**) your bicycle.
39. (**Sit** ⁷⁷ **Set**) it here (**beside** ⁷⁸ **besides**) the bench where it will not fall.
40. Have you ever been (**in back of** ⁷⁹ **behind**) the counter? I feel quite (**at** ⁸⁰ **to**) home here.

Drill in Correct Usage. If the tests show that you need this drill, read aloud one or more of the four groups of sentences above, choosing the correct words as you read, until you can read both correctly and rapidly. When you can, perhaps the teacher will time you.

200. *Test, Review, and Final Practice: Spelling, Punctuation, and Letter Form*

Test. Copy the following paragraph, arranging it in correct letter form, inserting capital letters and punctuation marks where they belong, and choosing the correct words from those in parentheses:

66 pleasant street dubuque iowa june 3 1930 dear jane my father said yesterday tomorrow we shall all motor into the country unless it (rains, reigns) so you can see what today's (whether, weather) means to me isn't it discouraging the (reign, rain) is beating against the window (pane, pain) my (principal, principle) wish is to have the wind (quite, quiet) down perhaps the (weather, whether) will change to (fair, fare) then my mother says no I can feel it in the (heir, air) (there, their) will be no change we had better (except, accept) our bad luck and forget about our picnic don't you think this is too bad jane your friend mary

Review and Practice

Exercise. Read each of the following sentences aloud, telling how it should be written. Read the first sentence in this way:

The (capital *T*) girl's (*g i r l apostrophe s*) brother turned quite (*q u i t e*) pale (*p a l e*) from the pain (*p a i n*) (period).

That is, name every capital letter and every punctuation mark, and spell every word that you choose from those in parentheses.

1. the girl's brother turned (quite, quiet) (pail, pale) from the (pane, pain)
2. he said the (principle, principal) thing i want is (quiet, quite)
3. the stranger said on february 3 1932 i shall take a (weak s, week s) vacation and ride a (horse, hoarse) to jackson michigan
4. mary (wear, where) (are, or) you going asked her mother
5. yes I (no, know) your son mrs blake replied john smith
6. mrs blake answered he (nose, knows) you (to, too, two) john
7. (there, their) (are, hour) (ate, eight) (flours, flowers) in her (hair, hare)
8. (four, for) (great, grate) delicious (pairs, pears) were (cent, sent) to my (father, farther)
9. will you (buy, by) a (horse, hoarse) (hear, here) or a cow (their, there)

10. you have a (right, write) to (right, write) (buy, by) day or (buy, by) (night, knight)
11. mother used flour sugar butter eggs milk and a few other things in my birthday cake
12. the boy s coat hung in the men s room with other boy s coats
13. when you come again said my friend bring your sister with you
14. i havent seen fred and he hasnt seen me said the boy
15. my name is mary l jones and i live in nebraska in a city that is just about half way between the rocky mountains and the mississippi river

201. Test, Review, and Final Practice :
Pronouncing Correctly

The words that you have been learning to pronounce correctly during the past few years are given in the Appendix. Find them there (pages 499-500) and pronounce the lists rapidly and distinctly, to see whether you can do so without making any mistakes.

Turn to the Index to find where in this book are lessons in correct pronunciation. By this time you should know very well how to make the Index help you.

Learn how to say the words that you mispronounced, practice saying them, and then test yourself again with the entire list. Use the dictionary.

202. Summary: the Year's Aims and Gains

Each aim, or gain, is stated as a rule of what a speaker or writer should do. The numbers in the parentheses refer to sections in this book.

1. Stand erect, on both feet, and look at the audience in a friendly way. (137, 140)
2. Without straining or raising the voice, speak loud enough to be heard easily. (133, 137, 140)
3. Speak distinctly, not mumbling the words, and in a pleasant tone of voice. (137, 140)
4. Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year. (138, 140, 152, 167, 201)
5. Use correct English, avoiding particularly the common errors that have been studied and reviewed during the year.

REVIEWED: *saw, seen*, 136, 175, 199; *did, done*, 136, 175, 199; *came, come*, 136, 175, 199; *went, gone*, 136, 175, 199; *was, were*, 136, 175, 199; *learn, teach*, 136, 175, 199; *may, can*, 136, 175, 199; *isn't, aren't*, 136, 199; *those, them*, 136, 199; *no, not, never*, 136, 199; *lie, lying, lay, lain*, 136, 175, 199; *doesn't, don't*, 136, 175, 199; *it is I, he, she, we, they*, 186, 199; *ate, eaten*, 136, 175, 199; *wrote, written*, 136, 175, 199; *ran, run*, 136, 175, 199; *rang, rung*, 136, 175, 199; *sang, sung*, 136, 175, 199; *drank, drunk*, 136, 175, 199; *threw, thrown*, 136, 175, 199; *these, those, them*, 136, 199; *this, these, that, those*, 136, 199; *good, well*, 136, 199; *sit, sits, sitting, sat*, 136, 175, 199.

STUDIED AND REVIEWED: *sit, set*, 145, 199; *lie, lay*, 163; *froze, frozen*, 150, 199; *broke, broken*, 150, 199; *spoke, spoken*, 150, 199; *tore, torn*, 175, 199; *like, as*, 198, 199; *unless, without*, 190, 198, 199; *between, among*, 190, 199; *beside, besides*, 190, 199; *at, to*, 190, 199; *off, off of*, 190, 199; *in, into*, 190, 199; *who, whom*, 198, 199; *leave, let*, 198, 199.

6. Choose fitting words, words that express truly what you wish to say; do not use the same word too often. (139, 149, 180)
7. Avoid the use of worn-out words. (169)
8. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation. (152, 180)
9. Do not say the same thing always in the same words. (139, 149, 180)
10. Know what a sentence is. (135, 142, 147)
11. Make a suitable pause between sentences. (133, 144)
12. Avoid using too many *and*'s. (133, 144, 194)
13. Show politeness. (133, 151, 182)
14. Have something worth while to say, something that will inform or entertain the hearer or reader. (136, 138, 140, 153, 158)
15. Choose a subject of the right size — small enough for everything of interest to be said about it in a talk, report, or letter. (140, 141, 167)
16. Begin the talk, story, report, or letter with a promising sentence. (134, 140, 167)
17. Stick to the subject. Do not wander away to other subjects. (140, 167)
18. End your talk, story, or letter with an interesting sentence (140, 167)
19. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end. (139, 149, 151, 166, 170, 174, 178, 192)
20. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last. (139, 149, 166, 174, 180)
21. Telephone distinctly, politely, and without waste of time or words. (151)
22. Have a clean, neat-looking paper. (146, 182)
23. Leave margins around the writing, wide enough to look well. (146)
24. Write plainly. (146)

25. Spell correctly, particularly certain troublesome words that you have studied or reviewed during the year. (158, 171, 200)
26. Indent the first line of every paragraph. (146)
27. Arrange the parts of a letter neatly and correctly. (133, 146, 200)
28. Write the envelope address neatly and correctly above the greeting in a business letter. (160, 165, 182)
29. Address the envelope neatly, plainly, and correctly. (146, 182)
30. Know how to change a word to make it express ownership or possession. (164)
31. Know what mistakes to guard against in your speaking and writing. (133, 139, 140, 149)
32. Criticize the speaking and writing of others both clearly and politely, when asked to do so. (133, 139, 140, 149)
33. Know how to debate and how to conduct a debate. (184, 187)
34. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject. (134, 143, 149, 150, 157, 159, 191)
35. Overcome your faults as a speaker and writer by *practice*; that is, by trying again and again to do better what you need to improve. (134, 140)
36. Observe the following rules, given on pages 502-506, for the use of capital letters and punctuation marks: *capital letters*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; *the period*, 13, 14, 15; *the question mark*, 16; *the exclamation mark*, 17; *the comma*, 18, 19, 20, 21, 22, 23, 24, 25; *the colon*, 26; *quotation marks*, 27, 28; *the hyphen*, 29; *the apostrophe*, 30, 31; *the underline*, 32.
37. Know the following:
Nouns, 156; singular and plural, 162, 164; the subject of a sentence, 142; principal word of subject, 155; pronouns, 185; adjectives, 168, 169, 183; verbs, 173; the predicate of a sentence, 147; principal word of predicate, 172; adverbs, 179, 181, 183; prepositions, 189; conjunctions, 192; interjections, 196.

° APPENDIX

I. The Correct Use of *saw, seen; did, done; came, come; went, gone; was and were*

Each numbered group of words below is followed by several sentences that show the correct uses of those words.

1. *Saw, Seen*

1. *Have* you *seen* my brother? (NOT *Have* you *saw* my brother?)

2. I *saw* him this morning. (NOT I *seen* him this morning.)

2. *Did, Done*

3. Who *did* that? (NOT Who *done* that?)

4. I *have done* my work. (NOT I *have did* my work.)

3. *Went, Gone*

5. Where *have* they *gone*? (NOT Where *have* they *went*?)

6. He *has gone* home. (NOT He *has went* home.)

4. *Came, Come*

7. She *came* here yesterday. (NOT She *come* here yesterday.)

8. *Has* she ever *come* here before? (NOT *Has* she ever *came* here before?)

5. *Was, Were*

9. *Were* you in school today? (NOT *Was* you in school today?)

10. We *were* at home. (NOT We *was* at home.)

11. Where *were* they? (NOT Where *was* they?)

° Optional supplementary or alternative exercises. See Teachers' Manual for explanation.

Saw, Seen

Exercise. Read the following numbered questions and fill the blanks in the answers with *saw* or *seen*, whichever you think correct :

1. *Question.* Have you seen my hat?
Answer. No, I have not _¹_ your hat.
2. *Question.* Where did you see my father?
Answer. I _²_ your father in the grocery.
3. *Question.* Did he see you?
Answer. Yes, he _³_ me. When I _⁴_ him, he _⁵_ me.
4. *Question.* Who has seen my book?
Answer. I haven't _⁶_ it. Perhaps your brother _⁷_ it this morning.
5. *Question.* Have you seen it, Tom?
Answer. No, Fred, I have not _⁸_ it. I _⁹_ it yesterday. I haven't _¹⁰_ it since.
6. *Question.* Who saw Maud skip the rope yesterday?
Answer. I _¹¹_ her, Beth _¹²_ her, and some others _¹³_ her. I have never _¹⁴_ her skip better.
7. *Question.* Has anyone seen today's newspaper?
Answer. I _¹⁵_ it on the table.

Test. On a sheet of paper write opposite the numbers 1 to 15 the correct words for the fifteen blanks above. Check your work when the teacher or a classmate reads the correct list aloud.

Drill. If the test above showed that you need further drill in the use of *saw* and *seen*, repeatedly read the questions and answers rapidly, filling each blank with the correct word.

Did, Done

Exercise. Read the following numbered questions and fill the blanks in the answers with *did* or *done*, whichever you think correct :

1. *Question.* Who in the class has done his examples?
Answer. I ¹ mine yesterday. I haven't ² any more today.
2. *Question.* Who did that?
Answer. John ³ it. He has often ⁴ things like that. He ⁵ it this morning.
3. *Question.* Have you done your work?
Answer. Yes, I ⁶ it an hour ago.
4. *Question.* What has Jane done to help her mother?
Answer. She ⁷ nothing this morning. She has ⁸ nothing since yesterday. She ⁹ nothing but play this morning.
5. *Question.* Hasn't she done her school work?
Answer. Yes, she ¹⁰ that, but she has ¹¹ nothing else.
6. *Question.* Did Jane do her drawing?
Answer. She hasn't ¹² her drawing, but she has ¹³ her writing. She ¹⁴ that first.

Test. Write the correct words on a sheet of paper, with the number of the blank in which each word belongs.

Drill. If you need more drill, repeatedly read the questions and answers rapidly, filling the blanks.

Came, Come

Exercise. As you read the following questions and answers, fill each blank with *came* or *come*, whichever you think is correct :

1. *Question.* When did your friend come?
Answer. She 1 on the early train.
2. *Question.* Has she ever come to see you before?
Answer. Yes, she 2 to see me last year.
3. *Question.* Did she come alone both times?
Answer. No, her mother 3 with her the first time.
4. *Question.* Has your brother come home yet?
Answer. Yes, he 4 an hour ago, but he has not yet 5 down from his room.
5. *Question.* Why have you never come to see me?
Answer. You have never 6 to see me.
6. *Question.* Will spring ever come again?
Answer. It has always 7 again. It 8 last year. It 9 the year before. It has always 10 . It has 11 every year.

Drill and Final Test. After reading the questions and answers rapidly several times, filling the blanks with the correct words, write those words on a sheet of paper, with the numbers of the blanks in which they belong.

Went, Gone

Exercise. Can you fill the blanks in the following answers correctly? First read each question; then insert *went* or *gone*, whichever you think correct, in each blank:

1. *Question.* Where have your classmates gone?
Answer. Some of the boys 1 into the hall; then they 2 outdoors. I don't know where the others have 3 .
2. *Question.* Where have the girls gone?
Answer. They have 4 home. Perhaps the boys have 5 home, too.

3. *Question.* Where did your friends go?
Answer. They ⁶ to the camp. Perhaps that
is where the boys have ⁷.
4. *Question.* Have you ever gone to the circus?
Answer. I ⁸ last month. I have ⁹ several
times. I have never ¹⁰ alone.
5. *Question.* Who went with you?
Answer. The first time my father ¹¹ with me.
Since then I have always ¹² with
my brother.
6. *Question.* Has your brother ever gone alone?
Answer. He has ¹³ alone when I have not ¹⁴
with him. I think he ¹⁵ alone once.

Test. On a sheet of paper write the numbers 1 to 15 in a column. Opposite each number write the correct word — *went* or *gone* — for the blank having that number. Check your list in the usual way.

Drill. If the test above showed that you need further drill in the correct use of *went* and *gone*, repeatedly read the questions and answers, filling the blanks rapidly.

Was, Were

Exercise. Read the following sentences, filling each blank with *was* or *were*, whichever you think correct :

1. *Question.* Where were you yesterday, Fan?
Answer. I ¹ in school, but where ² you?
2. *Question.* Where were your friends?
Answer. They ³ in school, too.
3. *Question.* Was Fred in school yesterday?
Answer. He ⁴ in school, but both of his sisters
⁵ at home.

4. *Question.* What were you doing, boys?

Answer. We _⁶_ at home, helping Mother.

5. *Question.* Was George in town with his father?

Answer. Both George's father and mother _⁷_ in town, and he _⁸_ with them.

6. *Question.* Who were those boys that we saw in the store?

Answer. They _⁹_ friends of mine. George _¹⁰_ with them. They _¹¹_ on their way home from school. So _¹²_ you.

Test. Write the correct words for the blanks above, and with each word write the number of the blank in which it belongs. Check your work in the usual way.

Drill. If you need further drill, read the questions and answers repeatedly, filling the blanks rapidly until you can do this both correctly and easily.

II. Spelling Certain Troublesome Words (Homonyms)

A

1. *Here, There, Where*

1. *Where* are you? *In what place* are you?

2. I am *here*. I am in *this place*.

3. You are *there*. You are in *that place*.

S
T
U
D
Y

Let the following questions help you in your silent study of *here, there, and where*:

1. If you take the *t* from *there*, what have you left?

2. If you take the *w* from *where*, what have you left?

3. When you close your eyes can you see the word *here*? Can you spell it?

4. When you close your eyes can you see *where* and *there*? Can you spell them?

5. If *here* means *in this place*, what does *there* mean? Use the word *place* in your answer.

6. If *there* means *in that place*, what does *where* mean? Use the word *place* in your answer.

2. *Hear, Their, Wear, Our, To*

1. I *hear* with my ear.
2. This is *our* sour-apple tree.
3. What should a bear *wear*?
4. He was *their* son and heir.
5. I am going *to go to* town.

S
T
U
D
Y

1. Do you see that *hear* is *ear* with the letter *h* before it?
2. When you say *our sour-apple tree*, why is it easy to remember how to spell *our*?

3. A bear wears a big fur coat. What else should he wear? If you remember this silly question, how will it help you to spell *wear* correctly?

4. Do you know what an *heir* is? He receives the money or other property left by his father and mother when they die. First it is *their* money; then it is his money. Do you see that *their* is *heir* with a *t* before it?

5. In the fifth sentence how is the word before *go* spelled? How is the word after *go* spelled?

3. *Too, Or, A, An, Won*

1. The winner *won* a ton of coal.
2. The loser got *an* armful of wood.
3. Go today *or* tomorrow.
4. Mary will go then *too*.
5. That will not be *too* many.

S
T
U
D
Y

1. Do you see that *won* in the first sentence begins with *w* like *winner*?

2. The word *or* is used like this:

John *or* Fred
hot *or* cold

3. The word *too* is used like this :

I am reading *too*.
You are *too* little.

4. Which is easier to say, "*a* ton of coal" or "*an* ton of coal"? Which is used in the first sentence?

5. Which is easier to say, "*a* armful of wood" or "*an* armful of wood"? Which is used in the second sentence? The words *a* and *an* mean the same thing. We use the one which is easier to say with the word that follows. If that word begins with *a*, *e*, *i*, *o*, or *u*, we nearly always use *an*.

4. *One, Two, Are, And*

One and two are three.

S
T
U
D
Y

1. Do you see the word *one* in the word *done*?
2. The words *two* and *twice* both begin with what two letters?
3. In what way are *band*, *hand*, *sand*, and *and* alike?
4. The word *are* is spoken just like the letter *r*. The letter *r* is exactly in the middle of the word — *a-r-e*, *a* before *r* and *e* after *r*.
5. Now close your eyes. Can you see all the letters in *one*? in *two*? in *and*? in *are*?
6. Do you understand the following little rime?

One ends like *done*,
Two begins like *twice*,
Spelling them is fun.
Follow this advice :
And is *a-n-d*,
Are is *a-r-e*.

Exercise, Test, and Drill

Exercise. The blank in each of the following sentences is to be filled with one of the words that you see in

parenthesis before the sentence. Pronounce that word and spell it. Thus, for sentence 4, say *two*; then spell *two*.

- | | |
|--------------------|--|
| 1. (here, hear) | Can you _ ¹ _ me when I stand here? |
| 2. (are, our, or) | Where are _ ² _ friends? |
| 3. (won, one) | Who _ ³ _ the game? |
| 4. (two, too, to) | Three and _ ⁴ _ are five. |
| 5. (an, and) | We saw _ ⁵ _ owl in the tree. |
| 6. (their, there) | The pupils studied _ ⁶ _ lesson. |
| 7. (their, there) | My book is not here. Is it _ ⁷ _ ? |
| 8. (where, wear) | What shall I _ ⁸ _ to the party? |
| 9. (where, wear) | Do you know _ ⁹ _ my pencil is? |
| 10. (an, and) | Two _ ¹⁰ _ two are four. |
| 11. (two, too, to) | Are you going _ ¹¹ _ town? |
| 12. (two, too, to) | Don't ask _ ¹² _ many questions. |
| 13. (won, one) | John has two pencils, but I have only _ ¹³ _ . |
| 14. (are, our, or) | _ ¹⁴ _ you going in your car or in _ ¹⁵ _ car? |
| 15. (are, our, or) | Which do you like better, this _ ¹⁶ _ that? |
| 16. (here, hear) | You are there, but I am over _ ¹⁷ _ . |

Test. Write the numbers 1 to 17 in a column on a sheet of paper. Read again the sentences above; opposite each number on your paper write the correct word for the blank that has the same number.

B

Test and Drill. 1. Each blank in the following sentences is to be filled with one of the words that you see in the parenthesis before the sentence. These are words whose spelling and meaning you should know when you reach the end of grade six. On a sheet of paper write the numbers 1 to 20. Then, opposite each of these numbers, write the correct word for the blank of that number. Check your work. If you have made any mistakes, read the sentences aloud, pronounce the word for each blank, and

spell that word. Thus, for blank 16 say *blue*, then spell *b l u e*. Refer to the Index if you need to find and review any lesson about these words.

2. In the same way test and drill yourself with the blanks from 21 to 40; from 41 to 60; from 61 to 80; from 81 to 102; from 103 to 135.

1. (accept, except) I 1 your kind invitation.
John got high marks in everything 2
spelling.
I should like to 3 all the invitations
 4 this one.
2. (air, heir) The 5 was cool.
The boy was the 6 to a large fortune.
He is my son and 7 .
3. (an, and) I see 8 apple tree 9 I see 10
apple on it.
4. (are, or, our) 11 those 12 blankets 13 yours?
5. (ate, eight) There were 14 of us, and we 15 lunch
together.
6. (blew, blue) His eyes were 16 and his hair, which the
wind 17 , was yellow.
7. (by, buy) 18 your apples 19 the bushel, not
 20 the quart.
8. (cent, sent) We 21 to the bank for a new 22 .
9. (fair, fare) Please pay your 23 .
It is only right and 24 that you should
pay your 25 .
10. (father, farther) My 26 swam 27 and 28 from the
shore.
11. (flower, flour) I picked a red 29 .
The grocer brought a bag of 30 .
12. (for, four) " 31 pencils 32 a dime," said the clerk.
13. (grate, great) Burning in the 33 lay a 34 round log
of maple.
14. (hair, hare) The boy combed his 35 .
The hunter shot a 36 .

15. (half, have) I ³⁷ more than ³⁸ of my examples finished.
16. (hear, here) Perhaps you can ³⁹ better from ⁴⁰ than from over there.
17. (hoarse, horse) Your voice is ⁴¹.
See that fine black ⁴².
18. (knew, new) Everybody in the class ⁴³ that I was wearing a ⁴⁴ suit.
19. (knight, night) I read a book about a ⁴⁵ in shining armor.
In winter I get up at ⁴⁶.
20. (know, no) I ⁴⁷ that there is ⁴⁸ such thing as a ghost.
21. (knows, nose) He ⁴⁹ that everybody has a ⁵⁰.
22. (meat, meet) Do you like the light ⁵¹ better than the dark ⁵²?
When shall we ⁵³ again?
23. (none, nun) In that church school a quiet ⁵⁴ was teaching a class.
Have you any money? I have ⁵⁵.
24. (of, off) The boys pushed the light canoe ⁵⁶ the beach.
Every one ⁵⁷ the signs said, "Keep ⁵⁸ the grass."
⁵⁹ and ⁶⁰ are two.
25. (one, won) Which ⁶¹ of the boys ⁶² the race?
26. (pail, pale) There was a ⁶³ liquid in the tin ⁶⁴.
The girl's face was ⁶⁵.
27. (pain, pane) A ⁶⁶ of glass in the front window had been broken.
I felt a little ⁶⁷ in my arm. After a while the ⁶⁸ stopped.
28. (pair, pear) I have a ⁶⁹ for my lunch.
I have a new ⁷⁰ of rubbers.
29. (peace, piece) Do you want a ⁷¹ of paper?
They quarreled over a ⁷² of cake; then they divided it; now there is ⁷³ between them. First there was war; now there is ⁷⁴.

30. (principal, principle) The ⁷⁵ of the school came into our room.
Do you understand the ⁷⁶ of this machine?
My ⁷⁷ reason for staying home was that I did not feel well.
31. (profit, prophet) He was a weather ⁷⁸.
The business did not pay him a large ⁷⁹.
It is not easy to be a ⁸⁰. It is not easy to make a large ⁸¹.
32. (quiet, quite) I do not like noise. I feel ⁸² well when everything is ⁸³.
Notice how ⁸⁴ these boys and girls are.
33. (rain, reign) Down poured the ⁸⁵ all that night.
It happened when George the Third was king; it was in his ⁸⁶.
Which do you like better, ⁸⁷ or snow?
34. (read, red) What book have you ⁸⁸ lately?
Three cheers for the ⁸⁹, white, and blue!
35. (right, write) Is it ⁹⁰ to ⁹¹ *dinner* with two *n's*?
36. (road, rode) Do you know who ⁹² along that ⁹³?
37. (root, route) On what mail ⁹⁴ do you live?
He pulled up the plant and the ⁹⁵.
The canoe had a small ⁹⁶.
A ⁹⁷ of children's clothes was advertised.
39. (sew, sow) What kind of seed will you ⁹⁸ ?
Here are needle and thread with which you can ⁹⁹.
40. (son, sun) The woman's ¹⁰⁰ sat on the grass in the bright ¹⁰¹.
41. (stair, stare) She fell down the ¹⁰². You need not ¹⁰³; you may fall down a ¹⁰⁴ sometime.
42. (than, then) It was colder ¹⁰⁵ ¹⁰⁶ it is now.
The wind blew harder ¹⁰⁷.

43. (their, there) _108_ dog is in that kennel over _109_,
near _110_ garage.
44. (to, too, two) _111_ pieces of pie are _112_ many for one
boy _113_ eat at one meal.
45. (waist, waste) Without a moment's _114_ of time, the
trapper put his arms about the Indian's
115 and hurled him to the ground.
46. (wait, weight) _116_ a minute while I step on these scales
and get my exact _117_.
47. (way, weigh) Is this the right _118_ to the post office?
I like to see the grocer _119_ things.
48. (weak, week) Last _120_ I felt sick and _121_, but this
122 I do not feel _123_ at all. I feel
strong, not _124_.
49. (wear, where) _125_ can I _126_ a funny hat like this?
50. (weather, whether) I cannot tell _127_ the _128_ will be
pleasant or not.
I do not care _129_ the _130_ will be
wet or dry.
51. (wood, would) If you could, _131_ you take a trip to the
north pole? _132_ you? Is the pole
made of _133_? _134_ you bring it
back with you? _135_ you?

III. Speaking Loud Enough, Distinctly, and in a Pleasant Tone of Voice

Breathing. Stand erect, hands at sides. As the teacher counts six, slowly take a deep breath and at the same time raise your arms to shoulder level. Then slowly breathe out, as the teacher counts six again, and slowly lower arms to the sides.

Repeat several times. Each time fill the lungs as full as you can. Each time let the breath out slowly and evenly, just as you have taken it in.

Sounding. 1. Stand erect and take a quick, deep breath. Hold it a few seconds. Then, as you slowly breathe out, sound *oh*, giving a round, strong, and even tone. As you sound *oh*, go up one full tone and back; then go down one full tone and back; and finally combine the two.

Repeat several times. Try each time to make the *o* sound rounder, stronger, and pleasanter.

2. Stand, breathe in and breathe out, as in 1, but using the sound *ah*.

3. The same as 1, but using the sound *ee*.

4. Now, in breathing out, combine the sounds *oh*, *ah*, and *ee* — thus: *oh-ah-ee, oh-ah-ee* — to the end of the count.

Speaking. 1. Speak the following numbered lines slowly at first; then faster as you become more able to say every word distinctly. If you say one word indistinctly, the class will tell you.

1. Bubble, bubble, toil and trouble.

2. First form in line for the first five fire drills.

3. Going, going, going — gone once, gone twice, gone thrice, and gone for good.

4. a b c d e f g, h i j k l m n o p, q r s t u v, w x y z.

2. Standing erect and looking pleasant, read the following sentences with the purpose of making every hearer understand every word in them. Pupils who cannot understand all you say will quietly rise in their places as a sign to you that you are not reading loud or distinctly enough.

1. Did you say *an ice house* or *a nice house*?

2. Did you say *I scream* or *ice cream*?

3. Up to the upper story the uppish person went.

4. She slipped on the slippery floor in her new slippers.

5. Can the fruit you cannot eat; eat what you cannot can.

6. Shall she ship the shawl to the ship?
7. Turn twice toward that thickly twisted thorn bush.
8. Peter Piper picked a peck of pickled peppers.
9. Burly boys burned brown by the baking sunshine bustled by.
10. Many men who might make much more money make much less.

IV. Pronouncing Correctly

Below is a list of words that are often mispronounced. You studied those in group *A* before you began this book. The other three groups contain words for study in Part One, Part Two, and Part Three of this book. As you read aloud the group the teacher selects, how many of the words in that group can you pronounce correctly? Let that number be your score. Look up in the dictionary the words you mispronounced.

A

accept	film	plan to	three
again	fooling	pleased to	walking
arctic	get	poem	want to
are	give me	polishing	were
because	glad to	reading	what
can	going to	reciting	when
catch	harnessing	repairing	where
coming	hundred	rinse	which
could have	just	running	while
crying	laughing	saw	why
did you	let me	saying	wish to
don't you	library	scolding	won't you
eleven	may have	should have	would have
escape	might have	singing	yes
February	ought to	talking	yesterday
figuring	our	telling	

B

across	drowned	iron	often
anything	every	jeweler	picture
asked	everything	jewelry	soften
attacked	farther	kept	something
debt	fourth	lion	surprise
debtor	geography	listen	third
difference	grocery	nothing	threw
different	horse		

C

address	coupon	I wish	room
apron	drawing	machinery	root
arithmetic	engine	once	route
ate	father	parade	stomach
athletics	forehead	partner	such
automobile	genuine	perhaps	theater
average	handkerchief	pianist	today
bouquet	history	piano	tomorrow
breakfast	inquiry	pumpkin	touch
broom	interesting	quiet	Tuesday
chimney	Italian	recess	twice
column			

D

attached	height	smooth	thirty
chestnut	introduce	strength	this
children	kettle	suggest	those
chocolate	learned	thank you	throw
course	length	that	tremendous
deaf	new	them	umbrella
diamond	quantity	there	usually
faucet	radio	these	vegetables
figure	radish	they	watch
for	recognize	thick	window
from	regular	thief	with
government			

V. Abbreviations

Column I below gives a list of words or groups of words that are sometimes written as abbreviations; column II gives those abbreviations.

I	II	I	II
1. January	Jan.	32. yard	yd.
2. February	Feb.	33. pint	pt.
3. March	Mar.	34. quart	qt.
4. April	Apr.	35. gallon	gal.
5. August	Aug.	36. Railroad	R. R.
6. September	Sept.	37. Railway	Ry.
7. October	Oct.	38. Junior	Jr.
8. November	Nov.	39. Senior	Sr.
9. December	Dec.	40. Governor	Gov.
10. Sunday	Sun.	41. General	Gen.
11. Monday	Mon.	42. Colonel	Col.
12. Tuesday	Tues.	43. Lieutenant	Lieut.
13. Wednesday	Wed.	44. Honorable	Hon.
14. Thursday	Thurs.	45. Secretary	Sec.
15. Friday	Fri.	46. Treasurer	Treas.
16. Saturday	Sat.	47. Before noon	A. M.
17. Street	St.	48. Afternoon	P. M.
18. Avenue	Ave.	49. Doctor of Humanities	L. H. D.
19. Boulevard	Blvd.	50. Doctor of Letters	Litt. D.
20. Number	No.	51. Doctor of Medicine	M. D.
21. County	Co.	52. Doctor of Divinity	D. D.
22. Company	Co.	53. Professor	Prof.
23. New York	N. Y.	54. Postscript	P. S.
24. Illinois	Ill.	55. North	N.
25. California	Calif.	56. Northeast	N. E.
26. Captain	Capt.	57. East	E.
27. Reverend	Rev.	58. South	S.
28. Doctor	Dr.	59. Southwest	S. W.
29. inch	in.	60. West	W.
30. foot	ft.	61. Rural Free Delivery	R. F. D.
31. feet	ft.	62. Superintendent	Supt.

Exercise. Can you cover column II with a piece of paper and then spell aloud or write the abbreviation of each word in column I? Do not forget to mention the period after each abbreviation, for the period is part of it.

VI. Summary of Rules for the Use of Capital Letters and Punctuation Marks

CAPITAL LETTERS

A capital letter should be used

1. To begin every sentence. Thus:

When shall we three meet again?

The pen is mightier than the sword.

2. To begin every important word in a person's name. Thus:

George Washington Robert E. Lee Ludwig van Beethoven

3. For every initial. Thus:

Thomas A. Edison W. E. Gladstone Alfred E. Smith

4. To begin titles and the abbreviations of titles. Thus:

Mrs. Edith Wharton Dr. Asa Gray Cardinal Mundelein
 Father Damien Admiral Dewey Sir William F. Barrett

5. To begin the names of the days of the week and their abbreviations, every important word in the name of a holiday, and the names of the months and their abbreviations. Thus:

Tuesday	Tues.	February	Feb.
New Year's Day		Memorial Day	
Washington's Birthday		Labor Day	
Fourth of July		Christmas	

6. To begin every important word in the name of a political party, of a religious body, of a newspaper or magazine, of a department of government. Thus:

Republican Party
Democratic Party
Labor Party

Methodist Church
Roman Catholic Church
Ethical Culture Society

Youth's Companion
Springfield Republican

Department of Justice
House of Representatives

7. To begin the first word and all other important words in the title of a book, poem, story, report. Thus:

The Charge of the Light Brigade	The Vision of Sir Launfal
The Young Mechanic's Handy Book	How I Killed a Rattlesnake

8. For the words *I* and *O*. Thus:

O George, I see you there!

9. To begin the first word of a quotation. Thus:

Patrick Henry said, "Give me liberty, or give me death!"
The new boy said, "Is this Plumfield?"

10. To begin the first word and the principal word in the greeting of a letter. Thus:

My dear Sir:
My dear Friend:

My dear Mr. Brown:
Dear Doctor:

11. To begin the ending of a letter. Thus:

Very truly yours,

Yours sincerely,

12. To begin every line of poetry. Thus:

Still sits the schoolhouse by the road,
A ragged beggar sleeping.

PUNCTUATION MARKS

The period (.) should be used

13. At the end of a sentence that tells something. Thus :

That is my book.

14. After an abbreviation. Thus :

Calif. Ill. Mr. Mrs. Feb. Aug. Dr.

15. After an initial. Thus :

C. F. Smith W. W. Brown Julia O. Benton

The question mark (?) should be used

16. At the end of a sentence that asks a question. Thus

Is London or New York the largest city in the world?

The exclamation mark (!) should be used

17. After a word or sound (an interjection) or group of words that expresses surprise, sudden joy or grief, or other strong feeling. Thus :

Look! There's our train pulling out now!

Hurrah! We're winning!

Oh! What a surprise!

The comma (,) should be used

18. To separate from the rest of the sentence the name of the person addressed. Thus :

Well, Fred, what do you think of this?

19. To separate *yes* and *no* in answers from the statements which follow them. Thus :

Yes, I agree with you. No, you are wrong there.

20. To separate words or groups of words in series. Thus :

On the deck he saw nets, baskets, bundles of sailcloth, rolls of rope, and many other things.

I bought sugar, butter, bread, coffee, and canned milk.

21. To separate a sentence into parts so that its meaning may be clear to the reader. Thus :

When the lion had eaten, his attendant entered the cage.
When I shot, George jumped.

22. In a date to separate the day of the month from the year. Thus :

March 25, 1873 January 6, 1873 December 27, 1909

23. In the heading of a letter to separate the name of the city from the name of the state or country. Thus :

Spokane, Washington	Portland, Oregon
London, England	Naples, Italy

24. The comma is generally used to separate a quotation from the rest of the sentence. Thus :

He said, "Come to the garden with me."

"Come to the garden with me," he said.

"Come," he said, "to the garden with me."

25. The comma is generally used in the ending of a letter after *Yours truly*, *Sincerely yours*, *Your old friend*, and similar words. Thus :

Very truly yours,	Sincerely yours,	Your old chum,
Frank Green	Martin Sinclair	Harold

The colon (:) is generally used

26. After the greeting in letters. Thus :

My dear Dr. Brown: Dear Emma: Dear Madam:

Quotation marks (" ") should be used

27. To enclose a quotation. Thus :

"Here I am," he said.

28. To enclose each part of a divided quotation. Thus :

"What is it," she asked, "that you are looking for in the pantry?"

"I am more than willing," he replied, "to do all I can to help him."

The hyphen (-) should be used

29. After a syllable at the end of a line when the remaining syllables of the word begin the next line. Thus :

Notice the hyphen conspicu-
ously placed in this sentence.

The apostrophe (') should be used

30. To show where in contractions a letter or letters have been omitted. Thus :

don't doesn't wasn't I'll who's it's you're

31. To show or help to show possession. Thus :

John's book France's loss Travelers' checks

The underline should be used

32. To underline the title of a book, magazine, or newspaper or the name of a ship when it is enclosed in a sentence. Thus :

Do you read St. Nicholas?

Have you seen the February number of the Youth's Companion?

Our friends arrived in New York on the Berengaria.

Do you ever see the Springfield Republican?

Review and Test. How many of the following questions can you answer? How many of the directions can you carry out? In each case explain the reason for the capital letters and the punctuation marks that you use.

1. Write your name and address.
2. Write the names of your father and mother.
3. Write the names of the days of the week.
4. Write the names of the months.
5. Write the abbreviations for several of the names of the months.
6. Write the names of as many holidays as you know.
7. Make up and write the title of a story about a lucky boy.
8. Write several lines of a poem you know.
9. Address an envelope to a man you know.
10. Address an envelope to a married woman you know.
11. Address an envelope to an unmarried woman you know.
12. Address an envelope to your physician.
13. Write a sentence beginning with the words *John said*, followed by the exact words that John spoke.
14. Write a sentence containing a quotation that is a question.
15. Write a sentence containing an exclamation mark.
16. Write three sentences containing contractions.
17. Find a hyphen in this book and explain its use.
18. Find an apostrophe in this book and explain its use.
19. Find quotation marks in this book and explain their use.
20. Write a sentence containing a divided quotation.
21. Write a sentence containing a divided quotation that is a question.

22. Copy the following sentences, writing capital letters and punctuation marks where these belong :

- (1) on the table lay franks books and toms cap
- (2) is that your dog john
- (3) yes it is george
- (4) in the barn i see a lawn mower a scythe a sickle a rake and a hoe
- (5) the girl bought a ribbon a comb a pair of scissors and a tooth-brush
- (6) o sue are you going anywhere this morning
- (7) o yes im going to school lucy
- (8) i wrote a letter to dr o f jones
- (9) i like to read the springfield republican
- (10) do you belong to the democratic party
- (11) he sailed around the world on the president garfield
- (12) i should like to go said fred but i havent the time

23. What is the meaning of the following sentence as it stands?

The famous police dog leaped 11 feet 3 inches higher than any other dog.

24. What would the sentence mean with a comma after *inches*?

25. What would the sentence mean with a comma after *feet*?

26. Copy the following paragraph, arranging it as a letter and writing capital letters and punctuation marks where these belong :

16 high st joplin mo june 19 1930 dear james can you find any mistakes in this letter that i am writing to you im trying to copy it from the book without a mistake in letter form in the use of capital letters or in the use of punctuation marks your friend charles l davey

VII. Advanced Grammar

A. *Kinds of Sentences*

You already know that some sentences tell something, as:

John is here.

Other sentences ask questions, as:

Where is John?

A third kind of sentence gives a command or direction, as:

John, come here.

Each of these three kinds of sentences has its own name.

I. A declarative sentence is a sentence that tells something.

These are declarative sentences :

1. John is here.
2. The pupils in the sixth-grade room were studying declarative and other kinds of sentences.
3. Several girls looked in at the open window.

II. An interrogative sentence is a sentence that asks a question.

The following are interrogative sentences :

1. Is John here?
2. Were the pupils in the sixth-grade room studying interrogative sentences?
3. Whom did you see at the moving pictures last night?

III. An imperative sentence is a sentence that expresses a command, a direction or instruction, or a request.

LOWER BOOK

These are imperative sentences :

Come here, please.

2. Turn to the right at the next corner.
3. Stir thoroughly before baking.
4. Kindly pass me that magazine, Mary.
5. Stop, look, listen.

Notice that the subject of an imperative sentence is not given in the sentence. It is the word *you*.

Exercise. Tell what kind of sentence each of the following is, and why you think so :

1. Hold your hand still.
2. Where did the accident happen?
3. The big car skidded on the wet pavement.
4. Steer carefully on that wet pavement.
5. Is there any oil on this smooth pavement?
6. Who is fishing in that lake in the woods?
7. You make too much noise, George.
8. Do not make so much noise, please.
9. Under the lilac bush sat a little squirrel.
10. Over the tree tops soared a hawk.
11. Get under cover, you chickens.
12. Where did that squirrel go?
13. The sun shone brightly from morning to evening.
14. Brightly, from morning to evening, shone the sun.
15. From morning to evening the sun shone brightly.
16. Ten thousand insects buzzed in the evening air.
17. The air was filled with thousands of buzzing insects.
18. Hear that buzzing. See those insects.
19. Why are there so many buzzing insects in the air?
20. Are they harmful?

Writing. 1. Write a declarative sentence. With what kind of letter does it begin? What mark follows it?

2. Write an interrogative sentence. Does it begin with a capital letter? What mark follows it?

3. Write an imperative sentence. Like a declarative sentence, it should begin with a capital letter and end with a period.

4. On paper and on the board write more sentences of these different kinds as the teacher calls for them.

B. Inverted Order of Subject and Predicate

The subject of a sentence does not always come first. Sometimes the predicate comes first. Notice the order of subject and predicate in the following sentences:

1. Down the hall came the two girls.
2. The two girls came down the hall.
3. Cautiously, without a noise, advanced the Indians.
4. The Indians advanced cautiously, without a noise.

Sometimes only part of the predicate comes before the subject, as in the following sentences:

5. Down the hall the two girls ran.
6. Cautiously the Indians advanced without a noise.
7. How quickly can the boy run to the store?
8. How soon will the train reach the bridge?
9. On every street corner the crowds gathered.
10. On which street corner did the crowd gather?
11. Very carefully the boys crawled forward on the ice.

Exercise. Name the subject and the predicate of each of the eleven sentences above.

When the predicate of a sentence, as a whole or in part, precedes the subject we say that we have the **inverted order of subject and predicate**.

Exercise. 1. In the following sentences we have the inverted order of subject and predicate. Name the subject and the predicate of each sentence.

1. Where in the room is the lost nickel?
2. When during the past year have you written me a letter?
3. How swiftly can an airplane fly?
4. Behind the counter stood a bashful little boy.
5. Over our heads sailed the giant dirigible.
6. Where above the clouds was our friend's airplane?
7. On the blackboard were written the names of the honor pupils.
8. In his pocket was found a ham sandwich.
9. On the floor contentedly before the fire lay the lazy cat.
10. Is anything behind that bookcase?
11. Was anything saved in the fire?
12. Is Mary swimming?
13. Is Tom diving off the springboard?
14. Where in your garden do the berries grow?
15. On the tight rope danced the ropewalker.

2. Make a sentence. Tell whether subject and predicate are in the inverted order.

3. Make a sentence in which subject and predicate are in the natural order. Change them to the inverted order.

C. Compound Subject and Compound Predicate

Notice the difference between the subjects of the following two sentences:

1. John drove to town yesterday.
2. John and Mary drove to town yesterday.

In the second sentence we have a double subject, that is, two nouns, both the subject of the same verb. The two nouns are joined by a conjunction. A subject of this sort is called a compound subject. A compound subject may consist of even more than two nouns. Each of the following sentences has a compound subject:

3. The boys and the girls were studying hard.
4. The days and the nights were very pleasant.
5. Some trees and many bushes have beautiful blossoms.
6. My cap and my umbrella were gone.
7. Bread, butter, and milk were on the table.

A predicate also may be compound. In that case we have two or more verbs having the same subject. Each of the following sentences has a compound predicate:

8. I went to town and bought a book.
9. He came, looked, and went away.
10. The bird built a nest and laid four eggs in it.
11. A hawk swooped down, seized the chick, and flew off with it.
12. The car skidded and struck a tree.

A sentence may have both a compound subject and a compound predicate, as has each of the following:

13. The dancers and the singers came forward and bowed.
14. The clowns and the jugglers performed and withdrew.
15. The pupils and the teachers arose and marched in good order from the burning building.
16. Elephants, tigers, lions, and other animals lived in that zoo and gave pleasure to many children.
17. Bread, butter, fruit, and milk were seized, chewed, swallowed, and digested by those hungry boys.
18. Paper and pencil lay on this desk and waited for the pupil's commands.
19. A car and a huge truck collided and slipped into the ditch.
20. The streets and the parks of the city were visited and enjoyed by the strangers from abroad.
21. When will you and Fred come here and help me?

Exercise. 1. Point out the subject and the predicate of each of the twenty-one sentences above. Tell whether each subject and each predicate is compound.

2. Make a sentence having a compound subject; another sentence having a compound predicate; a third sentence having both a compound subject and a compound predicate.

D. Adjective Phrases

Sometimes an entire group of words is used like a single adjective. As you remember, the work of an adjective is to describe or point out a noun. A group of words may also be used to describe or point out a noun. The following sentences will make this clear:

1. A *wooden* house stood in the field.
2. A house *of wood* stood in the field.
3. He is an *ambitious* boy.
4. He is a boy *with ambition*.
5. A *friendly* smile was on her face.
6. A smile *of friendliness* was on her face.

In the first sentence the adjective *wooden* describes the noun *house*. In the second sentence the group of words *of wood* describes the noun *house*.

A group of words like *of wood* is called a **phrase**. Since the phrase *of wood* is used like an adjective, we call it an **adjective phrase**.

In the fifth sentence the noun *smile* is described by the adjective *friendly*. Instead of the adjective *friendly*, in the sixth sentence we have the adjective phrase *of friendliness*. Why do we call the phrase *of friendliness* an adjective phrase? Because it is used exactly like the adjective *friendly* to describe the noun *smile*.

Exercise. 1. Name the adjectives and the adjective phrases in the sentences on page 515. Tell what noun each describes or points out.

1. The song of the birds was heard.
2. She wore a hat with many feathers.
3. She wore a dress of bright colors.
4. The humorous speech was much enjoyed.
5. The speech with its many jokes was much enjoyed.
6. The speech with its pleasant humor was greatly enjoyed.
7. The applause of the crowd pleased the distinguished speaker.
8. A famous writer spoke.
9. A speaker of distinction addressed us.
10. A writer of note spoke.
11. A witty lawyer made a short clever speech.
12. A lawyer of wit made a speech.
13. The principal of our school was there.
14. A red-headed boy wrote an interesting poem.
15. A boy with red hair wrote a poem of much interest.
16. A blue-eyed little girl recited her own poem.
17. A little girl with blue eyes recited a poem.
18. He was a strong man.
19. He was a man of unusual strength.
20. He was a soldier of note.
21. He was a noted general.
22. She was a dressmaker of wide experience.
23. She was an experienced dressmaker.
24. It was a car of the very highest reputation.
25. He was a gentleman of fine courtesy.

2. Can you give several sentences of your own containing adjective phrases? Tell what noun each of your adjective phrases describes or points out.

An adjective phrase is a phrase that is used like an adjective, to describe or point out a noun or pronoun.

E. Adverbial Phrases

Do you remember that an adverb is a word that is used to add meaning to a verb? Sometimes an entire group of words does this same work — adds meaning

to a verb. The following sentences show how such groups of words can take the place of a single adverb :

1. The children awoke *early*.
2. The children awoke *at an early hour*.
3. The girl dresses *well*.
4. The girl dresses *in good taste*.
5. He spoke *jokingly*.
6. He spoke *in a joking way*.

In the first sentence the adverb *early* adds meaning to the verb *awoke*. The group of words *at an early hour*, in the second sentence, also adds meaning to the verb *awoke*.

A group of words like *at an early hour* is called a **phrase**. If it is used like an adverb, to add meaning to a verb, it is called an **adverbial phrase**.

In the fourth sentence you see an adverbial phrase, *in good taste*. Why is it called an adverbial phrase? Because it adds meaning to the verb *dresses*, just as in the third sentence the adverb *well* adds meaning to the verb *dresses*.

Exercise. 1. Name the adverbs and the adverbial phrases in the following sentences. Name the verb to which each adds meaning :

1. The cat crawled cautiously toward the mouse.
2. The cat crawled toward the mouse with great caution.
3. The wind blew noisily.
4. The wind blew with a loud roar.
5. The girls danced gracefully.
6. The girls danced with much grace.
7. Every pupil raised his hand immediately.
8. Every pupil raised his hand at once.
9. The flag was quickly hoisted.
10. The flag was hoisted without delay.
11. Please handle this package with care.
12. Please handle this package carefully.

13. He spoke successfully.
14. He spoke with unusual success.
15. He spoke twice without success.
16. The men carried the box with care.
17. The men carried the box carefully.
18. They attacked with marked courage.
19. The fort was defended with stirring bravery.
20. Hopelessly the soldiers fought on with splendid courage.
21. With little hope the soldiers struggled bravely on.
22. Unexpectedly a ship appeared in the river.
23. The ship appeared without warning.
24. We were sitting on a bench.
25. They sang with very pleasant voices.

2. Give several sentences of your own in which you use adverbs and adverbial phrases. Point out the verb in each sentence to which each adverb or adverbial phrase adds meaning.

An adverbial phrase is a phrase that is used like an adverb, to add meaning to a verb.

F. Proper Nouns and Proper Adjectives

I

Some nouns are called proper nouns. You can tell them by their first letter. This is always a capital letter. All the other nouns begin with a small letter and are called common nouns.

Exercise. Pick out the proper nouns from this list:

boy	aviator	book	Atlantic	Christmas
George	Lindbergh	Bible	ocean	holiday
girl	day	horse	America	Thanksgiving
Mary	Tuesday	Dobbin	continent	street
city	month	dog	Asia	Broadway
Denver	February	Rover	Europe	Florida

Do you see why some nouns are called proper nouns? How does the noun *boy* differ from the noun *George*? The noun *boy* refers to any boy, but the noun *George* is the name of a particular boy. How does the noun *month* differ from the noun *February*? The noun *month* belongs to a whole dozen months in common, but the noun *February* it is proper to use of only one of the months. So *February* is a proper noun, and *month* is a common noun.

Exercise. 1. From the list on page 517 pick out the common and the proper nouns again. This time tell why you call them common or proper.

2. Write on paper or on the board several short sentences containing proper nouns.

A proper noun is the name of a particular person, place, or thing.

A proper noun may consist of several words, as :

George Washington
United States

Palmer House
Monroe Street

Mississippi River
Lake Michigan

A proper noun should begin with a capital letter.

II

As there are proper nouns, so there are proper adjectives. Like proper nouns proper adjectives begin with a capital letter. In fact, proper adjectives are made from proper nouns. So the proper adjective *Mexican* comes from the proper noun *Mexico*; the proper adjective *Cuban*, from the proper noun *Cuba*; the proper adjective *Russian*, from the proper noun *Russia*.

Exercise. 1. Make a proper adjective from each of the proper nouns at top of page 519 and write it on the board or on paper. Let your dictionary help you.

- | | | | |
|------------|------------|---------------|--------------|
| 1. America | 6. Turkey | 11. Austria | 16. Scotland |
| 2. Canada | 7. Sweden | 12. Belgium | 17. Wales |
| 3. Africa | 8. Spain | 13. Europe | 18. France |
| 4. Italy | 9. England | 14. Australia | 19. Germany |
| 5. Texas | 10. Poland | 15. India | 20. Portugal |

2. Write several sentences containing proper adjectives.

A proper adjective should begin with a capital letter.

G. Sentence Analysis

Every sentence consists of two main parts: the subject and the predicate. Furthermore, the subject can be separated into its parts. These are (1) the principal word of the subject and (2) the other words that go with the principal word. The predicate also can be divided into its parts, which are (1) the verb and (2) the word or groups of words that add meaning to the verb.

Notice below how a sentence is analyzed:

A SENTENCE TAKEN APART

A tall, handsome soldier in full uniform stood quietly before the khaki tent.

- I. The entire subject is *A tall, handsome soldier in full uniform*.
The entire predicate is *stood quietly before the khaki tent*.
- II. The principal word of the subject is the noun *soldier*.
The principal word of the predicate is the verb *stood*.
- III. With the principal word of the subject *soldier* belong the adjectives *a, tall, handsome*, and the adjective phrase *in full uniform*.
With the verb *stood* belong the adverb *quietly* and the adverbial phrase *before the khaki tent*.

Exercise. Analyze each of the following sentences; that is, separate each into its parts and show how these parts belong together:

1. A luscious orange lay in the basket.
2. The green car with the colored driver stood at the corner.
3. Several women in summer dresses came toward the car.
4. A tall policeman signaled to the driver angrily.
5. The polite driver bowed courteously to the officer.
6. Two small boys looked curiously on.
7. A young man on a bicycle whizzed hurriedly past them.
8. A ripe red apple of good size hung loosely on a high branch.
9. The orchard belongs to my uncle.
10. The friendly conductor smiled at the school children.
11. The grocer at the next corner sneezed into his new handkerchief.
12. That handkerchief had been given to him by his wife.
13. Every pupil in the class worked hard at the lesson.
14. A boy was writing on the blackboard.
15. The other children were writing on paper at their desks.
16. An apple and a pear lay on the little girl's plate.
17. A glass of sweet milk stood beside her plate.
18. She and her brother were eating and talking.
19. The school bell was ringing in the distance.
20. Their big brother drove to school in the car.
21. All three children jumped hurriedly into the big automobile.
22. A flock of white chickens was scratching in the yard.
23. Two horses were waiting for the farmer.
24. The young farmer's wife was singing and working in the kitchen.
25. A pretty baby was crawling on the floor.
26. The farmer's wife and the baby went to the door and looked out.
27. Several large geese waddled about in the muddy yard.
28. A stranger with a satchel stepped to the door and knocked at it.
29. He talked about a book and other things in his satchel.
30. The young farmer listened politely and smiled.

31. Suddenly, without the slightest warning, a little dog dashed into the room.

32. Very excitedly he danced around his master.

33. Very doubtfully the master looked at the excited animal.

34. With a long, loud blast of her whistle the huge steamship moved away from the crowded dock.

35. Most enthusiastically every person in that crowd shouted and waved.

36. In a short time the ship could hardly be seen on the water.

37. Gradually the crowd scattered.

38. Slowly, with the setting of the sun, came evening.

39. At length over the fruit-tree tops could be seen the moon.

40. From a neighboring grove of trees the whippoorwill could be heard.

41. In every house on every street appeared the bright lights.

42. In the marshes outside the city croaked the happy frogs.

43. After an hour every little girl and boy would be sleeping soundly.

44. Over the radio came the unexpected news.

45. In every city in the broad land was heard the stirring announcement.

46. Who is knocking at the front door?

47. Who can speak without mumbling?

48. Whose book is lying on the grass under that tree?

49. Whose dog is barking so excitedly tonight?

50. Where will the train go tomorrow?

51. Walk carefully.

52. Speak with more life and with more distinctness.

53. Look to the right of that high pole.

54. Hang on tightly.

55. Bow politely and speak pleasantly.

56. When shall you return to your own home?

57. How neatly can you write with that dull pencil?

58. Who has ever traveled in Spain?

59. Do not write so fast.

60. Whose father or mother has ever traveled in Europe or has ever lived in Washington?

61. Very much cotton is manufactured in New England.

62. Massachusetts leads in the manufacture of cotton.
63. The raw material is grown in the South.
64. Manufacturing is done in New England, the Carolinas, and Georgia.
65. In the Western and the North Central States wool is grown.
66. The manufacture of woolen goods is carried on in the East.
67. Some raw wool is sent to us from abroad.
68. Usually woolen mills are built near the seaports.
69. Some of the greatest fortunes of our times have been made in the iron and steel industry.
70. Steel is now much used in the framework of buildings.
71. The enormous railroad systems of this country and of foreign countries call for millions of tons of steel.
72. Our iron ore comes chiefly from the rich Lake Superior region.
73. In Pennsylvania is found cheap fuel for smelting.
74. In several parts of the world vast rubber plantations have now been established.
75. How many rubber plantations are found in Mexico?
76. Where does rubber come from?
77. Raw rubber flows like a milky juice from the bark of a tree.
78. Walk carefully in this tropical jungle.
79. Look out for poisonous snakes and insects.
80. Cautiously yet swiftly our Indian guide moved through the brush.
81. Many rubber trees grow in the swamps of Brazil.
82. Have you ever been in Brazil?
83. When shall you go there and look for rubber trees?
84. Listen to the song of the birds on that tall rubber tree.
85. In the canoes of the natives the gathered rubber is carried from the forests to the seaports.
86. Rubber is manufactured into a great number of useful articles.
87. In 1850 the manufacture of rubber boots commenced in this country.
88. The common white potato was first seen by Europeans in this country during Pizarro's conquest of Peru.
89. Are any potatoes and any potato bugs growing in your little vegetable garden?

INDEX

[The numbers refer to pages.]

- Abbreviations, 70, 124, 150-151, 195-196, 284, 454, 501-502
- Accent, 187, 214, 215, 274, 373
- Accidents, rules for avoiding, 111-115, 117-119
- Address on envelope, 68-70, 124, 139, 166, 196, 283, 293, 353, 440, 454
- Addressing by name the person spoken to, 24, 25, 26, 31, 44, 72-73, 117, 142
- Adjective phrase, 514-515
- Adjectives, 406-408, 440-442, 483; avoiding worn-out, 408-409; proper, 518-519
- Adverbial phrase, 515-517
- Adverbs, 428-430, 435-437, 440-442, 483
- Advertisements, 293, 381-382, 384-387
- Æsop: *The Shepherd Boy and the Wolf*, 90; *The Fly and the Moth*, 261
- African buffaloes, 119, 121
- Aims and Gains, *The Year's*, 164-166, 314-316, 481-483.
See *Teachers' Manual*
- Air, fresh, the importance of, 131
- Akeley and the Elephant, 106, 107, 109
- Alcott, Louisa M., *Nat Brings a New Boy to Boarding School*, 276
- Alphabet, order of letters in, 96
- Among, between, 456-458
- "And" habit, 7-8, 16, 48, 80, 90-92, 103-106, 110, 111, 156-158, 165, 188-191, 319, 336, 347-349, 465-467, 482
- Analysis of sentence, 519-522
- Announcements, 384
- Apostrophe, in contractions, 152, 166, 390, 506; in possessives, 132, 151, 166, 391, 397-399, 483, 506
- Appendix, containing optional supplementary or alternative exercises, tests, drills, etc., 485-522. See *Teachers' Manual*
- April Fool's Day composition, 123
- Arabian Nights, *The, The Enchanted Horse*, 300
- Aren't, isn't (ain't), 70-71, 153-155, 200, 307, 325, 481
- Arguments, 442-446, 450-452
- Arrangement, neat and attractive, 195, 201, 206, 239, 284, 293, 312, 313, 331, 391
- Asking and answering questions, 23-25, 317-319

- Ate, eaten*, 219-221, 271, 295, 307, 325, 423, 476, 481
Automobile, The, that Disappeared, 373-375
- Bear, 50, 52, 54
 Beginning sentence, the, of a talk, story, or letter, 4-7, 10, 46, 48, 60, 87, 106, 108, 112, 119, 124, 127, 128, 165, 180-182, 197-198, 223, 227, 234, 238, 256, 259-261, 319-321, 338, 339, 345, 406, 425, 428, 453, 459, 482
Blind Men, The, and the Elephant, Saxe, 78
 Body of a letter, 27, 166, 195, 352, 353, 390, 438, 439, 483
 Brevity, 53, 58, 60, 109-111, 111-115, 170, 172, 176-180, 183, 198, 205, 256, 382, 384
Broke, broken, 368-370, 423, 475, 477, 481
 Building sentences, 376-377
 Bulletin Board, 331
 Business letter, 283-285, 292-293, 352-354, 387-388, 400-401, 437-440
- Came, come*, 12-14, 37-39, 102, 153-155, 174, 175, 199, 209, 271, 307, 423, 424, 475, 477, 481, 485, 487-488
 Camel, 50, 51
Can, may, 43-45, 102, 153-155, 174, 175, 199, 209, 221, 272, 295, 307, 325, 423, 476, 481
 Capitalization: days of week, 127, 129, 166, 502; holidays, 151, 502; *I, O*, 503; initials, 70, 502; persons, 26, 27, 37, 67, 68, 69, 70, 151, 159-160, 166, 502; proper nouns and adjectives, 517-519; quotations, 148-150, 166, 224, 297, 503; sentences, 23, 37, 57, 93, 114, 124, 132, 159-160, 166, 211-212, 323, 324, 502; summary of rules, 502-503; titles of persons, 502; titles of stories, pictures, etc., 42, 87, 100, 109, 122, 145, 148, 166, 236, 237, 258, 327, 340, 347, 391, 412, 421, 424, 460, 503
 Carman, Bliss, *Daisies*, 427
Casabianca, Hemans, 192
 Chameleon, 50-52, 54-55
 Choosing the right adjectives, 408-409
 Christmas cards, making, 66-68
 Circus, 45, 58, 59, 60, 62-65
Circus-Day Parade, Riley, 65
 Circus parade, 62-65
 Class conversation, 6, 16, 36, 42, 55, 87, 100, 109, 113, 122, 128, 148, 170, 180, 182, 197, 201, 223, 229, 236-237, 239, 246, 256, 263, 275, 327, 334, 335, 347, 354, 364, 384, 388, 400, 418, 421, 433, 439, 466, 468
 Class criticism, 4, 6, 10, 16, 20, 34, 36, 53, 60, 64, 80, 82, 100, 112, 120, 144, 148, 167, 168, 173, 183-184, 186, 194, 198, 205, 225, 241, 318, 319, 321,

- 324, 330, 336, 338, 339, 347,
359, 366, 372, 384, 386, 390-
391, 401, 404, 435, 446, 468.
See PRACTICE
- Class magazine, 405-406
- Class News and Views, 424
- Class Picture Book, 411-412
- Class post office, 28-29, 77, 92-
93, 123, 139, 201, 223, 285,
388, 439
- Clearness, 25-26, 109-111, 113,
114, 142-144, 165, 267-269,
371-373, 402-404, 411, 427-
428, 430-435, 437-440, 442-
446, 450-452, 482, 505
- Closing sentence, the, of a talk,
story, or letter, 87, 108, 112,
120, 128, 165, 223, 227, 234,
338, 339, 406, 425, 459, 482
- Collie, The, that Understood*
English, 39-42
- Colon, 27, 93, 124, 162-164, 166,
195, 239, 352, 353, 390, 505
- Come, came*, 12-14, 37-39, 102,
153-155, 485, 487-488
- Comma : after *yes* and *no*, 298-
299, 391, 504 ; for clearness,
25-26, 505 ; in address, 25,
166, 504 ; in dates, 27, 93,
166, 390, 505 ; in ending of a
letter, 505 ; in words in
series, 298-299, 505 ; to sepa-
rate name of city from name
of state, 390, 505 ; with
quotations, 149, 166, 224,
297, 390, 505 ; summary of
rules, 504-505
- Complaint, letters of, 437-440
- Completing unfinished sen-
tences, 21-22, 322-324
- Completing an unfinished story,
136-139, 168, 345-347, 373-
376, 418-421, 459-461
- Composition, oral. *See* Oral
composition
- Composition, points to con-
sider in criticism of. *See*
PRACTICE
- Composition, written. *See* Writ-
ten composition
- Conjunctions, 460, 463, 483
- Contest, 12, 194, 326, 366-368,
435, 442-446, 450-452
- Contractions, 152, 390, 506
- Contributors' Box, 371
- Coöperative composition work.
See Class post office, Game,
PRACTICE, Teachers' Man-
ual, and Team work
- Copying, 26, 27, 28, 37, 61, 62,
69, 77, 114, 124, 141, 145,
149, 160, 163-164, 166, 195,
225, 284, 293, 297, 299, 324,
354, 373, 390, 391
- Correct usage : *among*, *between*,
456-458 ; *aren't*, *isn't* (*ain't*),
70, 102, 153, 200, 307, 325,
481 ; *ate*, *eaten*, 219-221, 271,
295, 307, 325, 423, 476, 481 ;
broke, *broken*, 368-370, 423,
475, 477, 481 ; *came*, *come*,
12, 37, 102, 153, 174, 175,
199, 209, 271, 295, 307, 423,
424, 475, 477, 481, 485, 487-
488 ; *can*, *may*, 43, 102, 153,
174, 175, 199, 209, 221, 272,

- 295, 307, 325, 423, 476, 481;
did, done, 12, 37, 102, 153,
 174, 175, 209, 271, 295, 296,
 306, 325, 423, 449, 475, 476,
 477, 481, 485, 487; *doesn't*,
don't, 185-186, 199, 200, 209,
 221, 271, 272, 296, 306,
 325, 423, 475, 476, 477, 481;
 double negative, 115, 153, 174,
 200, 209, 221, 271, 272, 296,
 306, 325, 475, 476, 477, 481;
drank, drunk, 229-231, 271,
 295, 307, 423, 476, 481;
froze, frozen, 368-370, 423,
 475, 481; *gone, went*, 12, 37,
 102, 153, 174, 175, 199, 200,
 209, 271, 295, 306, 307, 325,
 423, 475, 481, 485, 488-489;
good, well, 281-283, 296, 306,
 325, 476, 481; *I, he, she, we*,
they, 207-208, 209, 271, 272,
 296, 307, 325, 448-450, 475,
 476, 477, 481; *isn't, aren't*
(ain't), 70, 102, 153, 200, 307,
 325, 481; *learn, teach*, 29,
 102, 153, 175, 199, 209, 272,
 295, 306, 307, 325, 423, 476,
 477, 481; *leave, left, let*, 474,
 475, 477, 481; *lie, lay*, 132,
 153, 174, 175, 199, 209, 272,
 296, 307, 325, 393-396, 423,
 475, 481; *like, as, as if*, 473,
 474, 477, 481; *may, can*, 43,
 102, 153, 174, 175, 199, 209,
 221, 272, 295, 307, 325, 423,
 476, 481; *no, not, never*, 115,
 153, 174, 200, 209, 221, 271,
 272, 296, 306, 325, 475, 476,
 477, 481; prepositions, 456-
 457, 457-458; *ran, run*,
rang, rung, sang, sung, 229-
 231, 271, 295, 296, 306, 307,
 325, 423, 424, 476, 477, 481;
saw, seen, 12, 37, 102, 153,
 174, 175, 199, 209, 221, 271,
 272, 295, 296, 306, 325, 423,
 475, 477, 481, 485, 486; *set*,
sit, 287-289, 295, 296, 306,
 307, 325, 350-352, 423, 475,
 476, 481; *spoke, spoken*, 368-
 370, 423, 476, 481; *teach*,
learn, 29, 102, 153, 175, 199,
 209, 272, 295, 306, 325, 423,
 476, 477, 481; *this, these*,
that, those, 265-266, 271, 272,
 295, 306, 325, 476, 481;
those, them, 101, 153, 174,
 175, 199, 209, 267, 272, 295,
 307, 325, 475, 476, 477, 481;
throw, threw, thrown, 241-243,
 271, 272, 295, 307, 325, 424,
 475, 481; *tore, torn*, 422-423,
 477, 481; *was, were*, 12, 37,
 88, 153, 174, 199, 209, 271,
 296, 306, 307, 423, 475, 476,
 481, 485, 489-490; *well*,
good, 281-283, 296, 306, 325,
 476, 481; *went, gone*, 12, 37,
 102, 153, 174, 175, 199, 200,
 209, 271, 295, 306, 307, 325,
 423, 475, 481, 485, 488-489;
who, whom, 473, 475, 477,
 481; *without, unless*, 472-
 473, 475, 477, 481; *wrote*,
written, 219-221, 272, 296,
 307, 325, 423, 477, 481

- Correction, 22, 28, 29, 36, 66,
77, 92-93, 113, 115, 124, 129,
132, 133, 139, 140, 145, 149,
150, 151, 160, 161, 166, 175,
195, 196, 201, 224, 225, 241,
252, 255, 293, 324, 326, 350,
354, 370, 384, 386, 390, 399,
401, 413, 424, 439, 457, 474
- Countingsentences, 129-131, 216
- Courtesy, 24, 73, 76, 165, 186,
198, 236, 248-250, 269-270,
318, 437-440, 482
- Criticism of compositions, 4, 6,
10, 16, 20, 25, 29, 34, 36, 37,
42, 48, 53, 60-61, 64-65, 77,
80, 93, 100, 108-109, 111,
112-113, 115, 120, 124, 128,
129, 132, 133, 138, 139-140,
144, 145, 148, 149, 150, 163,
168, 170, 173, 180, 182-184,
195, 198, 201, 205, 223, 224,
225, 227, 236, 239, 246, 247,
250, 256, 263, 264, 265, 269,
275, 284, 285, 293, 294, 316,
318, 319, 324, 330, 336, 338,
339, 347, 359, 366, 372, 384,
386, 390, 391, 404, 435, 446,
468. *See* PRACTICE
- Crocodiles, 54
- Daisies*, Carman, 427
- Dates, 26, 27, 74-77, 139, 317,
352, 387, 389, 390, 400, 401,
438-439, 453, 478, 483, 505
- Days of the week, 127, 129, 501,
502
- Debate, 442-446, 450-452, 483
- Declarative sentence, 509-511
- Defoe, Daniel : *Robinson Crusoe
Builds a Raft*, 156-158 ;
*Robinson Crusoe Makes a
Friend*, 360-364 ; *Robinson's
Man Friday*, 410
- Description, 9-10, 34-37, 409-
412
- Diacritical marks, 229, 274, 373
- Diagnostic test. *See* Test and
Teachers' Manual
- Diary, keeping a, 127-129
- Dickens, Charles, *Oliver Dis-
covers Old Fagin with Strange
Treasure*, 331-334
- Dictation, speaking from, 55-
57, 467-470. *See* Teachers'
Manual
- Dictation, writing from, 57-
58, 131, 166. *See* Teachers'
Manual
- Dictionary work, 55, 96-97,
165, 175, 212-216, 229, 246,
262, 273-274, 278, 335, 365,
372-373, 393, 412-413, 434,
482 ; pronouncing key, 229,
274, 373
- Did, done*, 12, 37, 102, 153, 174,
175, 209, 271, 295, 296, 306,
325, 423, 449, 475, 476, 477,
481, 485, 487
- Differences, individual, pro-
vided for. *See* Appendix, Op-
tional, and Teachers' Manual
- Directed study. *See* STUDY
and Teachers' Manual
- Directions, giving, 109-111,
371-372. *See* Explanation
- Discussing things. *See* Class

- conversation, Debate, *and*
PRACTICE
Doesn't, don't, 185-186, 199,
200, 209, 221, 271, 272, 296,
306, 325, 475, 476, 477, 481
Dogs, talking about, 14-16, 16-
20, 39-42
Double negative, 115, 153, 174,
200, 209, 221, 271, 272, 296,
306, 325, 475, 476, 477, 481
Dramatization, 62-65, 81-82,
123, 248-250, 264, 280, 304,
371
Drank, drunk, 229-231, 271,
295, 307, 423, 476, 481
Drawing, 67
Drill in correct usage. *See*
Correct usage
Earth, explaining that the, is
round, 318
Eaten, ate, 219-221, 271, 295,
307, 325, 423, 476, 481
Elephant, Akeley and the, 106-109
Enchanted Horse, The, The
Arabian Nights, 300
Ending of a letter, 74-77, 93,
124, 166, 195, 223, 239, 283,
317, 318, 352, 353, 387, 388,
389, 400, 425, 438, 439, 453,
454, 478, 483, 505
Ending a story well, 64, 87, 108,
112, 120, 128, 138, 165
Envelope, address on, 68, 70,
124, 139, 166, 196, 283, 293,
353, 440, 454
Exclamation mark, 470
Exclamatory sentence, 470
Experiences, personal, telling,
176-180, 183, 205, 226, 318-
319, 327, 337-340, 396, 405-
406, 411, 427-428
Explanation, 142-144, 267-269,
318, 371-373, 402-404, 427-
428, 430-435, 437-440, 442-
446, 450-452
Expressing a thought in differ-
ent ways, 262-263, 279, 303,
335-336, 365-366, 434
Eyes, the care of, 129
Eyes, Protection for the (speak-
ing from dictation), 469
Factual matter for oral and
written composition, 14, 17-
18, 23-24, 26-27, 45, 48-53,
58, 62, 106, 111, 119, 127,
129-131, 142, 145, 183, 210-
217, 226-228, 267, 317, 318,
320, 321, 337-340, 381-382,
384-386, 402-404, 427-428,
431-432, 467-470
Faults in speaking, 318, 319
Fine, 408-409
Finishing an unfinished story,
136-139, 169-170, 345-347,
373-376, 418-421, 459-461
Froze, frozen, 368-370, 423, 475,
481
Gains, The Year's Aims and,
164-166, 314-316, 481-483
Game: *Asking and Answering*
Questions, 23-26; Asking
and Answering Questions in
Letters, 28-29; Telephoning,

- 71-74; *Writing and Answering Invitations*, 77; *Writing Letters*, 92-93; *Finding Words in the Dictionary*, 97; for the double negative, 117; *Writing Homonyms*, 141-142; spelling troublesome words, 161; *doesn't*, *don't*, 185; *it is I*, etc., 208; dictionary game, 215; spelling game, 240-241, 251-252, 311; *good*, *well*, 282-283; being in business, 284-285; pronouncing, 305; a question-and-answer game, 317-319; correct usage, 326; story-telling, 366-368; a guessing game (description), 411-412; team speaking, 435
- Giraffe, 49
- Giving directions, 109-111, 371-372. *See* Explanation
- Gone*, *went*, 12-14, 37-39, 102, 153-155, 174, 175, 199, 200, 209, 271, 295, 306, 307, 325, 423, 475, 481, 485, 488-489
- Good*, 408-409
- Good*, *well*, 281-283, 296, 306, 325, 476, 481
- Great*, 408-409
- Greeting of a letter, 27, 74-77, 93, 117-119, 124, 162-164, 166, 195, 201, 222-224, 238-239, 312, 317, 318, 352, 353, 387, 388, 389, 400, 425, 438, 439, 453, 478, 483, 503, 505
- Group test. *See* Test and Teachers' Manual
- Guessing game, 411
- Guide words in explanation, 144, 145, 268, 402
- Gulick, C. V., *Useful Facts about Snakes*, 216
- Gulick, Luther H., *Some Effects of Tobacco on Growing Boys*, 431-432
- Handwriting, 93, 114, 139, 145, 165, 353, 425, 439, 482
- Have*, *has*, *had*, 368, 422, 474-478
- Hawaii*, *Flying to* (speaking from dictation), 469-470
- Heading of a letter, 27, 74-77, 92-93, 117-119, 122, 124, 162-164, 166, 195, 201, 222-224, 238-239, 312, 317, 319, 352, 353, 387, 388, 389, 400, 425, 438, 439, 453, 454, 478, 483, 505
- Health*, *Good*, Jewett, 129-131
- Hemans, Felicia Dorothea, *Casabianca*, 192
- Holidays, 151, 502
- Homonyms: *accept*, 412-413, 494 — *except*, 382-384, 494; *air*, 382-384, 494 — *heir*, 412-413, 494; *an*, 66, 161, 309, 491-492, 493, 494 — *and*, 66, 161, 309, 492, 493, 494; *are*, 66, 161, 308, 309, 479, 492, 493, 494 — *or*, 66, 161, 308, 309, 479, 491, 493, 494 — *our*, 66, 161, 479, 491, 493, 494; *ate*, 308, 310, 479, 494 — *eight*, 94, 95, 161, 308, 310, 479, 494; *blew*, 141, 161, 308, 310, 494 — *blue*, 94, 95, 161, 308, 310,

494; *by*, 218, 308, 310, 479, 480, 494 — *buy*, 239, 309, 479, 480, 494; *cent*, 251, 308, 309, 310, 479, 494 — *sent*, 286, 308, 309, 310, 479, 494; *fair*, 384–386, 494 — *fare*, 412–413, 494; *father*, 251, 308, 310, 479, 494 — *farther*, 286, 308, 310, 479, 494; *flower*, 218, 308, 310, 479, 494 — *flour*, 239, 308, 310, 479, 494; *for*, 141, 161, 309, 310, 479, 494 — *four*, 94–95, 161, 309, 310, 479, 494; *grate*, 239, 309, 310, 479, 494 — *great*, 218, 309, 310, 479, 494; *hair*, 218, 310, 479, 494 — *hare*, 239, 310, 479, 494; *half*, 94–95, 161, 309, 310, 495 — *have*, 140–141, 161, 239, 310, 495; *hear*, 66, 161, 309, 310, 479, 491, 493, 495 — *here*, 66, 161, 309, 310, 479, 490–491, 493, 495; *hoarse*, 286, 308, 309, 310, 479, 495 — *horse*, 251, 308, 309, 310, 479, 495; *knew*, 286, 308, 309, 310, 495 — *new*, 218, 309, 310, 495; *knight*, 94–95, 161, 309, 310, 480, 495 — *night*, 140–141, 161, 309, 310, 480, 495; *know*, 239, 309, 310, 479, 495 — *no*, 218, 309, 310, 479, 495; *knows*, 94–95, 161, 309, 479, 495 — *nose*, 140–141, 161, 309, 479, 495; *meat*, 94–95, 308, 309, 495 — *meet*, 140–141, 308, 309, 495; *none*,

239, 309, 310, 495 — *nun*, 218, 309, 310, 495; *of*, 309, 495 — *off*, 94–95, 161, 309, 495; *one*, 66, 309, 492, 493, 495 — *won*, 66, 309, 491, 493, 495; *or*, 66, 161, 308, 309, 479, 491, 493 — *our*, 66, 161, 479, 491, 493 — *are*, 66, 161, 308, 309, 479, 492, 493; *pail*, 382–384, 479, 495 — *pale*, 412–413, 479, 494; *pain*, 382–384, 479, 495 — *pane*, 412–413, 479, 495; *pair*, 94–95, 161, 309, 479, 495 — *pear*, 140–141, 161, 309, 479, 495; *peace*, 94–95, 161, 308, 310, 495 — *piece*, 140–141, 161, 308, 310, 495; *principal*, 382–384, 479, 496 — *principle*, 412–413, 479, 496; *profit*, 413–414, 496 — *prophet*, 382–384, 496; *quiet*, 382–384, 479, 496 — *quite*, 412–413, 479, 496; *rain*, 382–384, 496 — *reign*, 412–413, 496; *read*, 94–95, 161, 308, 310, 496 — *red*, 141, 161, 308, 310, 496; *right*, 251, 308, 309, 310, 480, 496 — *write*, 285, 308, 309, 310, 480, 496; *road*, 94–95, 161, 308, 309, 310, 496 — *rode*, 140–141, 161, 308, 309, 310, 496; *root*, 251, 309, 310, 496 — *route*, 275, 309, 310, 496; *sail*, 218, 309, 496 — *sale*, 218, 309, 496; *sew*, 286, 309, 496 — *sow*, 251, 309, 496;

- son, 251, 308, 309, 310, 496
 — sun, 286, 308, 309, 310, 496; stair, 218, 309, 310, 496
 — stare, 239, 309, 310, 496;
 than, 94–95, 161, 309, 310, 496 — then, 140–141, 161, 309, 310, 496; their, 66, 161, 309, 310, 479, 491, 493, 497
 — there, 66, 161, 309, 310, 479, 490–491, 493, 497; to, 66, 161, 309, 310, 479, 491, 493, 497 — too, 66, 161, 309, 310, 479, 491–492, 493, 497 — two, 66, 161, 309, 310, 479, 492, 493, 497; waist, 218, 309, 497 — waste, 239, 309, 497; wait, 286, 309, 310, 497 — weight, 251, 309, 310, 497; way, 286, 310, 497 — weigh, 251, 310, 497; weak, 94–95, 161, 309, 310, 479, 497 — week, 140–141, 161, 309, 310, 479, 497; wear, 66, 161, 308, 309, 310, 479, 491, 493, 497 — where, 66, 161, 308, 309, 310, 479, 490–491, 493, 497; weather, 382–384, 497 — whether, 412–413, 497; wood, 251, 308, 309, 310, 497 — would, 286, 308, 309, 310, 497
- How the Voice Travels on a Wire*, 402–403
- How to Tell the Wild Animals*, Wells, 53
- Hunting for Incorrect English*, 232–233
- Hyphen, 214, 215, 293–295, 506
- I, he, she, we, they*, 207–208, 209, 271, 272, 296, 307, 325, 448–450, 475, 476, 477, 481
- I, O*, 503
- Illustration: *Greyhound and Puppies*, frontispiece; *Boy and Rabbits*, 3; *What a Saint Bernard Dog Did*, 19; *Mr. Nobody in the Mirror*, 35; *The Collie that Understood English*, 41; *Three Lions*, 47; *Camels in the Desert*, 51; *Under the Big Circus Tent*, 59; *The Circus Parade*, 64; *Treed*, 84; *Two Polar Bears and a Deserted Sledge*, 99; *Akeley and the Elephant*, 107; *African Buffaloes*, 121; *Natives Spearing Lions*, 146–147; *Aims in English*, opposite 167; *Theseus Lifts the Stone*, 171; *Theseus Meets the Spider*, 189; *The Class Post Office*, 202; *Street Safety*, 204; *The Girl and the Purse*, 235; *The Story of a Cave*, 257; *The Three Somersaults*, 278; *Giving a Radio Program*, 317; *Seen from a Window*, 346; *Robinson Crusoe Watches the Cannibals*, 361; *Team Story-Telling*, 367; *The Bulletin Board*, 385; *The Wrecked Plane*, 419; *The Floating Bottle*, 426; *The Debate*, 445; *The Canoe*, 461
- Imperative sentence, 509–511
- Indention of paragraph, 27, 36,

- 61, 76, 93, 124, 132, 139, 163-164, 166, 195, 312, 352, 353, 390, 483
- Index, learning to use, 175, 272, 284, 289, 293
- Individual differences in ability and attainment among pupils, provision for, 28, 77, 93, 170, 196, 201, 206, 224, 239, 258, 281, 304, 305, 326, 327, 331, 352, 371, 384, 391, 396, 405, 424, 458, 472, 485-506. *See* Appendix and Teachers' Manual
- Initials, 70, 166, 502
- Interjections, 470-471, 483
- Interrogative sentence, 22-25, 211-212, 255, 323-324, 509-511
- Inventing an ending for an unfinished story, 373-376
- Invention. *See* Original ideas and Teachers' Manual
- Inverted order, 511-512
- Invitations, 74-77, 194, 352-354, 421, 435, 452-454
- Isn't, aren't (ain't)*, 70, 102, 153, 200, 307, 325, 481
- Items of Interest, 396
- Jewett, F. G., *Good Health*, 129-131
- Jingle for correct use: *learn, teach*, 30; *was, were*, 89; spelling *one, two, are, and*, 492; *I, he, she, we, they*, 207, 449
- Kingsley, Charles: *Theseus Learns of the Great Flat Stone*, 167; *Theseus Climbs the Spider Mountains*, 188
- Leaders, pupil, and helpers, in drills, contests, team work, etc., 194, 201, 213, 247, 258, 264, 284, 326, 331, 352, 381, 384, 391, 396, 411, 446, 451, 472. *See* Teachers' Manual
- Learn, teach*, 29, 102, 153, 175, 199, 209, 272, 295, 306, 307, 325, 423, 476, 477, 481
- Leave, left, let*, 474, 475, 477, 481
- Leopard, 54
- Letter writing, 26-28, 74-77, 92-93, 122-124, 139-140, 162-164, 166, 194-196, 200-201, 221-224, 237-239, 283-285, 292-293, 312-313, 317, 319, 352-354, 387-388, 388-391, 400-401, 425-426, 437-440, 452-454, 478, 483
- Letters, punctuation of. *See* Letter writing
- Lie, lay*, 132, 153, 174, 175, 199, 209, 272, 296, 307, 325, 393-396, 423, 475, 481
- Like, as, as if*, 473, 474, 477, 481
- Lion, 47, 53, 145-148
- Longfellow, Henry Wadsworth, *Paul Revere's Ride*, 243
- Lot, deciding by, to whom to write, 28, 77, 317, 353. *See* Teachers' Manual
- Loveman, Robert, *The Rain Song*, 464

- Magazine, The Class, 405-406
 Making a book. *See* Project
 Making a poster: *Safety First*, 111; to advertise debate, 452
 Making a report, 233, 270, 435
Making Flying Safer (speaking from dictation), 467-468
Man, The, the Fox, the Goose, and the Corn, 267-268
 Margin in written work, 27, 36, 61, 62, 69, 76, 93, 114, 124, 165, 196, 206, 223, 239, 352, 353, 388, 389, 482
May, can, 43, 102, 153, 174, 175, 199, 209, 221, 272, 295, 307, 325, 423, 476, 481
 Memory exercises, 32, 53, 65, 82, 247, 313, 357, 427
Miss, 502
 More than one, 83, 391
 Motivation. *See* Teachers' Manual
Mr., 70, 124, 151, 454, 502
Mr. Nobody, Author unknown, 32
Mrs., 70, 124, 151, 454, 502
 Names, writing, 26, 27, 37, 67, 68, 69, 70, 502
 Narrowing the subject of a talk, story, or letter, 2, 10, 15, 60, 176-180, 182-184, 226, 256, 339, 340-342, 482
Nat Brings a New Boy to Boarding School, Alcott, 276
Natives Spearing Lions, 145-148
 Neatness in written work, 29, 37, 69, 77, 93, 139, 145, 165, 166, 201, 206, 239, 284, 293, 312, 313, 353, 401, 425, 439, 482
 Needless words (*listen, now, say, well, why*, etc.), 232-233
 Negative, double, 115-119, 153-155, 174, 200, 209, 221, 271, 272, 296, 306, 325, 475, 476, 477, 481
 Newspaper, bringing a, to school, 381, 384-386
 Newspaper, Our, 352
Nice, 408-409
No, yes, comma after, 391, 504
No, noi, never, 115-119, 153, 174, 200, 209, 221, 271, 272, 296, 306, 325, 475, 476, 477, 481
 Notebook, using a, 319
 Nouns, 380, 391-393, 483; proper, 517-518
 Number, 83-84, 166, 391-393, 397-399, 483
O, 502
 Object of a preposition, 455
 Objectives, 164-166, 314-316, 481-483. *See* Teachers' Manual
Oliver Discovers Old Fagin with Strange Treasure, Dickens, 331-334
 One and More than One, 83-84, 166, 391-393, 397-399, 483
 Opening sentence of a talk, story, or letter. *See* Beginning sentence and Teachers' Manual
 Optional work, 6, 7, 12, 14, 29, 62, 68, 69, 70, 82, 115, 129,

- 138, 150, 151, 152, 155, 170,
196, 206, 224, 239, 281, 304,
305, 327, 331, 352, 366, 371,
384, 391, 396, 405, 424, 458,
485-506
- Oral composition, 2, 3, 5, 6, 7,
9, 14, 20, 41, 45, 55, 58, 74,
80, 84, 98, 106, 108, 109, 110,
117, 120, 128, 138, 144, 147,
168, 170, 172, 173, 180, 182,
183, 191, 196-198, 205, 211,
226-228, 229, 233-237, 246,
248-250, 252-254, 256, 261,
264, 265, 268-270, 274, 280-
281, 282-283, 304, 317-319,
321, 327, 331-336, 339, 345-
347, 354, 359-368, 371-372,
373-376, 402, 403, 418-421,
427-428, 430-435, 442-446,
450-452, 459-460, 467-470,
471-472
- Organization. *See* Outlines
- Original ideas, 6, 23, 28, 48, 64,
86, 87, 92, 98, 100, 123, 124,
136-139, 165, 168, 170, 179-
180, 183, 201, 223, 237, 255,
256, 270, 271, 284-285, 304,
321, 327, 331, 345, 347, 354,
371, 373, 373-376, 383, 391,
396, 401, 411, 413, 420-421,
424, 425, 426, 452, 459-460,
482. *See* Teachers' Manual
- Our Newspaper, 352
- Outlines, 18, 20, 40, 86-87, 106,
119, 143-144, 166, 168, 183, 268,
334-335, 336, 364, 403-404,
428, 433, 435, 451, 452, 482
- Ownership. *See* Possession
- Pantomime, 142-144
- Parade, 65. *See* Teachers'
Manual
- Paragraph study, 18, 20, 92,
168, 183, 268, 334, 364, 366,
388, 403-404, 433, 435
- Paraphrasing, 55, 80-82
- Parentheses, parenthesis. *See*
Teachers' Manual for use of
these words
- Penmanship, 93, 114, 139, 145,
165, 353, 425, 439, 482
- Period: after abbreviations, 70,
195-196, 390, 504; after initials,
70, 504; at end of sentence, 23,
37, 57, 114, 124, 132, 211-212,
318, 319, 323, 324, 390, 504
- Persons, names of, 26, 27, 37,
67, 68, 69, 70, 502
- Pets, talking about, 1-4, 6, 7,
9-10, 14-16
- Phillips, Wendell, *A Talk to
School Children*, 329
- Phrase, adjective, 514-515;
adverbial, 515-517
- Picture book, making a, 34-
37, 411-412
- Picture study: *Treed*, 84-88;
Polar Bears, 98-100; *The
Girl and the Purse*, 233; *The
Cave*, 255; *Children in a
Canoe*, 459-461; *Finding a
Letter in a Floating Bottle*,
426; *Plane-Wrecked on a
Golden Island*, 418-421; *Seen
from a Window*, 345-347
- Playing a story. *See* Dramati-
zation

- Plural and singular, 83, 166, 391-393, 397-399, 483
- Poem, the sixth-grade favorite, 357. *See* Teachers' Manual
- Poem study. *See* Reading a poem aloud
- Polar bears, 52, 99, 122
- Politeness, 24, 73, 76, 165, 186, 198, 236, 248-250, 269-270, 318, 437-440
- Possession, apostrophe to show, 132-134, 166, 391, 397-399, 483, 506
- Post office, 28-29, 77, 92-93, 123, 139, 201, 223, 284, 285, 388, 439
- Poster, 111-115, 117-119, 452
- Posture, 16, 34, 40, 108, 120, 164, 183, 197, 318, 329, 330, 337, 338, 464, 481, 497-498
- PRACTICE, 4, 10, 16, 20, 34, 48, 53, 60, 64, 80, 100, 108, 112, 120, 138, 144, 148, 166, 172, 173, 183-184, 194, 198, 205, 227, 236, 247, 250, 261, 264, 265, 269, 280, 304, 313, 321, 330, 336, 339, 347, 359, 366, 372, 404, 435, 446, 468, 483.
See Preface *and* Teachers' Manual
- Predicate of a sentence, 354-356, 376-377, 413-415, 417, 483
- Predicate, the principal word of, 413-415, 483; inverted order of, 511-512; compound, 512-514
- Prepositional phrase, 455
- Prepositions, 454-456, 456-458, 483
- Prepositions, correct usage, 456-458
- Principal word of predicate, 413-415, 483
- Principal word of subject, 378-379, 483
- Problems, 41, 108, 120
- Project: making a picture book, 34-37; making Christmas cards, 66-68; making a safety-first poster, 111-115; making a little book, 144-145; a safety warning, 206; hunting for unnecessary words in the speaking of others, 233; telephoning real invitations over the real telephone, 249; making a book of stories, 258; being a newspaper reporter, 233, 270; a book of true stories, 340; the story hour, 354; a "wanted" column, 381-382; class picture book, 411-412; recommending your classmates for positions, 401; team speaking, 435; a continued story, 420-421; a debate, 442-446, 450-452; a book of stories, 460; the Surprise Box (under various names), 327, 331, 352, 371, 384, 391, 396, 405, 424, 458
- Pronouncing correctly, 10-12, 42-43, 48, 125-126, 164, 186-188, 206-207, 215-216, 228,

- 229, 241-242, 273-274, 305,
330-331, 336-338, 372-373,
404-405, 480, 481, 482. *See*
wordlist in Appendix, 499-500
- Pronouncing distinctly, 498-499
- Pronouncing key in dictionary,
229, 234, 373
- Pronouns, 446-448, 483
- Pronouns, correct usage, 448-
450, 475, 476, 477, 481
- Protection for the Eyes* (speak-
ing from dictation), 469
- Punctuation, 23, 37, 57, 70,
114, 124, 132, 159-160, 166,
195, 212, 239, 253, 285, 312,
318, 319, 323, 504-506
- Pupil material, 2, 5, 9, 15, 26,
27, 36, 46, 60, 63, 64, 74, 75,
109, 122, 127, 137, 143, 162-
164, 176, 177, 180, 203, 222,
227, 228, 234, 238, 270, 275,
317, 318, 337, 338, 352, 387,
389
- Question mark, use defined, 23,
212, 504; cautions in the use
of, 57, 124, 131, 132, 166,
211, 390
- Questions, asking and answer-
ing, 317-319
- Questions, critical, in correction
exercises. *See* Aims and
Gains and PRACTICE
- Questions, sentences that are,
23, 131, 211, 390
- Quotation marks, use of, 148-
150, 166, 224-225, 296-298,
390; rules for, 506
- Quotations, writing, 148-150,
166, 224-225, 296-298, 390,
503, 504, 506; divided, 297-
298, 506
- Radio program, 471-472 (illus-
tration opposite 317)
- Rain Song, The*, Loveman, 464
- Ran, run*, 229-231, 271, 295,
296, 306, 307, 325, 423, 424,
476, 477, 481
- Rang, rung*, 229-231, 271, 295,
296, 306, 307, 325, 423, 424,
476, 477, 481
- Reading, 40, 126, 156, 191, 194,
233, 247, 302, 179-180, 357-
359, 360-364, 365, 426-427,
435, 464; *Mr. Nobody*, Au-
thor unknown, 31-34; *How*
to Tell the Wild Animals,
Wells, 53-55; *The Circus-*
Day Parade, Riley, 65; *The*
Blind Men and the Elephant,
Saxe, 78-82; *Casabianca*,
Hemans, 192; *Paul Revere's*
Ride, Longfellow, 243; *The*
Throstle, Tennyson, 313;
Somebody's Mother, Author
unknown, 357; *Daisies*, Car-
man, 427; *The Rain Song*,
Loveman, 464
- Reading, *A Talk to School Chil-*
dren, Phillips, 329
- Recommendation, writing let-
ters of, 400-401
- Reindeer, 49
- Repetition of correct phrases,
to accustom lips and tongue,

- See Preface, Correct usage, and Teachers' Manual
- Reports, making, 233, 270, 435
- Reproduction. See Retelling
- Resolution, framing a, for debate, 442-443, 451
- Retelling a story for practice, 18-20, 39-42, 106-109, 119-122, 145-148, 168, 196-198, 261-265, 275-281, 300-305, 331-336, 359-368, 402-404, 430-435. See Preface and Teachers' Manual
- Review, 10-12, 26-28, 37-39, 90, 103, 129, 136, 153, 156, 161, 162, 174-175, 186, 195, 199, 208-209, 271-272, 295-296, 305, 306-307, 308-310, 312-313, 324-327, 330-331, 388-391, 423-424, 448-450, 474-478, 478-480, 485-506
- Riddles, making, 15, 34, 45-48, 371, 411
- Riley, James Whitcomb, *The Circus-Day Parade*, 65
- Robinson Crusoe Builds a Raft, 156-158; *Robinson Crusoe Makes a Friend*, 360-364; *Robinson's Man Friday*, 410
- Rural schools, small classes in. See Teachers' Manual
- Safety-first poster, 111-115, 206
- Saint Bernard Dog, *What a, Did*, 17-18
- Sang, sung, 229-231, 271, 295, 296, 306, 307, 325, 423, 424, 476, 481
- Saw, seen, 12, 37, 102, 153, 174, 175, 199, 209, 221, 271, 272, 295, 296, 306, 325, 423, 475, 477, 481, 485, 486
- Saxe, John Godfrey, *The Blind Men and the Elephant*, 78
- Sentence analysis, 519-522
- Sentence study, 21-23, 37, 55-58, 61, 64, 80, 108, 129-131, 156-160, 165, 210-212, 216-217, 252-255, 289-292, 322-324, 342-344, 347-349, 354-356, 376-377, 465-467, 482, 509-511
- Series, words in, 298-299, 505
- Set, sit, 287-289, 295, 296, 306, 307, 325, 350-352, 423, 475, 476, 481
- Shepherd Boy, *The, and the Wolf*, 90-91
- Sign Board, 391
- Silent reading in directed study. See STUDY and Teachers' Manual
- Simple predicate, 413-415, 483
- Simple subject, 378-379, 483
- Singular and plural, 83-84, 166, 391-393, 397-399, 483
- Small classes, as in some rural schools. See Teachers' Manual
- Somebody's Mother, Author unknown, 357
- Song, *The Rain*, Loveman, 464
- Speaking from dictation, 55-57, 467-470. See Teachers' Manual
- Speaking loud enough, dis-

- tinctly, pleasantly, 4, 16, 23, 34, 40, 48, 53, 64, 73, 80, 100, 111, 120, 138, 164, 168, 172, 173, 182, 183, 186, 197, 247, 319, 329-330, 336, 337, 338, 339, 359, 372, 426, 472, 481, 497-499
- Spearing lions, 145-148
- Speed test. *See* Test and Time record
- Spelling, 25, 27, 37, 57, 61, 66, 93-96, 114, 124, 129, 132, 140-142, 151, 161-162, 165, 218-219, 239-241, 250-252, 285-286, 308-310, 382-384, 412-413, 478-480, 482, 483, 490-497. *See* Homonyms
- Spoke, spoken, 368-370, 423, 476, 481*
- Standing straight, 16, 34, 40, 108, 120, 130, 164, 168, 172, 173, 183, 197, 314, 329, 330, 337, 338, 464, 481
- Stanza, 55, 80
- Sticking to the subject, 9, 15, 20, 58, 60, 112, 165, 197, 205, 338, 406, 482
- Stop, Look, Read, 458
- Story hour, 354
- Story-telling. *See* Oral composition and Written composition
- Street safety, 111-115
- STUDY, 1, 6, 9, 15, 19, 27, 34, 41, 45, 46, 52, 58, 62, 73, 76, 84, 88, 91, 95, 97, 98, 103, 106, 110, 112, 119, 125, 127, 138, 141, 147, 160, 162, 166, 168, 169-170, 172, 175, 179, 182, 183, 190-191, 198, 201, 205, 218-219, 223, 225, 226, 233-234, 238-239, 240, 249, 251, 255-256, 284, 286, 320-321, 338-339, 342, 345, 364-365, 369, 375-376, 381-382, 383, 386, 403-404, 410-411, 412-413, 420, 425, 439, 451, 483. *See* Teachers' Manual
- Subject for a talk, choosing a narrow, 2, 10, 15, 60, 176-180, 182-184, 226, 256, 339, 340-342, 482
- Subject of a sentence, 342-344, 376-377, 417, 483
- Subject, the principal word of, 378-379, 483; inverted order of, 511-512; compound, 512-514
- Summary of rules for the use of capital letters and punctuation marks, 502-506
- Summary of the year's aims and gains, 164-166, 314-316, 481-483
- Surprise Box, the, 327, 328, 331, 352, 371, 384, 391, 396, 405, 424, 458
- Switzerland, 17
- Syllable, 214-215, 274, 372-373
- Synonyms. *See* Word study
- Teach, learn, 29, 102, 153, 175, 199, 209, 272, 295, 306, 325, 423, 476, 477, 481*
- Teachers' Manual, a companion volume to this textbook, containing Key, Answers,

- Time-Table, numerous suggestions, etc., for teachers only. See Preface
- Team work, 12, 20, 55, 82, 92, 194, 213, 247, 258, 264, 284, 326, 330, 331, 340, 352, 354, 366-368, 371, 381, 391, 411, 420-421, 435, 446, 451-452, 471-472
- Teeth, the care of, 130
- Telephone, the, explained (*How the Voice Travels on a Wire*), 402-403
- Telephone, using the, 71-74, 165, 248-250, 371-372, 482
- Tennyson, Alfred, *The Throstle*, 313
- Test: abbreviations, 150; correct usage, 12-14, 37-39, 89-90, 101-102, 153-155, 174-175, 199-200, 208-209, 220-221, 230-231, 266-267, 271-272, 295-296, 306-307, 324-326, 350-351, 369-370, 394-396, 422-424, 449-450, 457-458, 474-477; letter writing, 26, 195, 312-313, 317-319, 478; originality (invention), 168-170; pronunciation, 10-12, 186, 273, 305, 330-331, 480; punctuation, 478, 480; speaking, 40-42, 108-109, 120, 167-168, 317-319
- Th*, the two sounds of, 241, 404-405
- Them, those*, 101-102, 153-155, 174, 175, 199, 209, 267, 272, 295, 307, 325, 475, 476, 477, 481
- Theseus Climbs the Spider Mountains*, Kingsley, 188
- Theseus Learns of the Great Flat Stone*, Kingsley, 167
- This, these, that, those*, 265-266, 271, 272, 295, 306, 325, 476, 481
- Threading a Needle*, 143
- Throstle, The*, Tennyson, 313
- Throw, threw, thrown*, 241-243, 271, 272, 295, 307, 325, 424, 475, 481
- Tiger, Bengal, 54
- Time record, making a, in choosing correct or appropriate words, 14, 39, 45, 71, 90, 102, 117, 136, 155, 175, 200, 210, 221, 231, 243, 266, 267, 272, 283, 288, 296, 307, 311, 326, 349, 352, 370, 396, 409, 424, 450, 458, 478
- Title for story or picture, 42, 87, 100, 109, 122, 145, 148, 236, 258, 340, 342, 347, 412, 421, 460
- Tobacco, Some Effects of, on Growing Boys*, Gulick, 431-432
- Topic sentence, 364, 433
- Tore, torn*, 422-423, 477, 481
- Transition words, 144-145, 268, 402
- Treed* (a picture story), 84-88
- Unfinished story, completing an, 136-139, 169-170, 373-376
- Unless, without*, 472-473, 475, 477, 481
- Unnecessary words, 109, 110, 111, 113, 114, 232-233

- Useful Facts about Snakes*, Gulick, 216
- Variety in expression, 132-134, 165, 262-263, 279, 303, 335-336, 365-366, 434
- Verb phrases, 417
- Verbs, 415-418, 483
- Vocabulary, enlarging the speaking. *See* Word study and Teachers' Manual
- Vocational problems, 381, 384, 387, 400-401
- Voice, How the, Travels on a Wire*, 402-403
- Voice in speaking, 4, 7, 16, 23, 34, 40, 48, 53, 58, 64, 73, 80, 100, 111, 120, 138, 164, 168, 172, 173, 182, 183, 186, 197, 247, 319, 329-330, 336, 337, 338, 359, 372, 426, 464, 472, 481, 497-499
- "Wanted" advertisements, 381-382, 384-387
- Was, were*, 12, 37, 88, 153, 174, 199, 209, 271, 296, 306, 307, 423, 475, 476, 481, 485, 489-490
- Well, good*, 281-283, 296, 306, 325, 476, 481
- Wells, Carolyn, *How to Tell the Wild Animals*, 53
- Went, gone*, 12, 37, 102, 153, 174, 175, 199, 200, 209, 271, 295, 306, 307, 325, 423, 475, 481, 485, 488-489
- Where, when*, in place of *and*, 103-106
- Which is Harder — Flying to Europe or to Hawaii* (speaking from dictation), 469-470
- Who, whom*, 473, 475, 477, 481
- Wild animals, talking about, 45-48, 48-53
- Without, unless*, 472-473, 475, 477, 481
- Wolf, The Shepherd Boy and the, Æsop*, 90-91
- Word study, 33, 41, 42, 55, 80, 108, 120, 165, 246-247, 262-264, 278-280, 302-304, 335, 336, 364-365, 408-410, 434, 468, 481
- Writing from dictation. *See* Teachers' Manual
- Written composition, 36, 61, 69, 92, 95, 111, 124, 128, 131, 138, 139, 145, 159, 164, 194-196, 201, 206, 223, 224, 233, 237-239, 241, 258, 283-284, 292-293, 317-319, 327, 331, 340, 342, 352-354, 371, 381-382, 384-386, 387-388, 391, 396, 400-401, 405, 411, 424, 425-426, 437-440, 452-454, 458
- Wrote, written*, 219-221, 272, 296, 307, 325, 423, 477, 481
- Year's Aims and Gains, 164-166, 314-316, 481-483
- Yes and No*, comma after, 299, 391, 504
- Zebra, 48, 49



